

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH  
INTERACTIVE GAMES AT GRADE XI OF MAN MAJENANG IN THE  
ACADEMIC YEAR OF 2012/ 2013**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of  
the *Sarjana Pendidikan* Degree in English Language Education**



**By**

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2012/2013**

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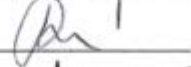
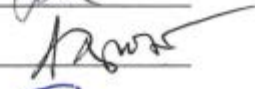
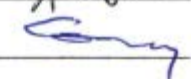
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Menyatakan bahwa karya ilmiah yang berjudul ***IMPROVING STUDENTS' SPEAKING SKILLS THROUGH INTERACTIVE GAMES AT GRADE XI OF MAN MAJENANG IN THE ACADEMIC YEAR OF 2012/2013*** ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya hal itu menjadi tanggung jawab saya.

Yogyakarta, 10 Oktober 2013

Penulis,



Nur Apriyani R

## MOTTO

- *"I can't believe that God put us on this earth to be ordinary." - Lou Holtz*
- *"Sooner or later, those who win are those who think they can." - Richard Bach*
- *"Doubt can only be removed by action." - Johann Wolfgang von Goethe*
- *"If you're not making mistakes, then you're not doing anything." - John Wooden*
- *"It's not about having the skill to do something. It's about having the will, desire & commitment to be your best." - Robert Hernandez*
- *"Formal education will make you a living. Self education will make you a fortune." - Jim Rohn*

## DEDICATIONS

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*This thesis is fully dedicated to:*

 *My Beloved Mamah and Papah*

 *My Lovely Sisters Septriyani and Mau Liya*

---

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*Alhamdulillah*, praise be to Allah, the Almighty, for giving me the strength and blessing me, so that I can finish this thesis. Without his blessing I would never have finished this thesis. Pray and peace goes to Muhammad SAW, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

I would like to express my greatest gratitude sincerely to my first consultant, Samsul Ma'arif, M.A., and my second consultant, Sudiyono, M.A. for their guidance, advice, correction, patience, and willingness to correct every part of my thesis. I would also like to express my greatest gratitude to the Headmaster of MAN Majenang, Drs. H. Khamid Alawi, M.Ag, who has given permission for me to conduct this research in MAN Majenang, the English teacher, Agus Bambang, S.Pd., who has worked collaboratively in conducting this research, and the students of XI IPA 1 in the academic year of 2012/2013 for their cooperation and collaboration during this research.

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Finally, I realize that this thesis is far from being perfect. Moreover, I greatly appreciate any criticisms, comments, and suggestions for the improvement of this thesis. However, I hope this thesis would give precious contribution to the improvement of the English teaching and learning process.

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**ABSTRACT**

The objective of this study is to improve students' speaking skills through interactive games at grade XI students of MAN Majenang in the academic year of 2012/2013.

This research was an action research study. The steps of this study were reconnaissance, planning, implementing actions and observations, evaluating, and having reflection. This research consisted of two cycles. The data were obtained from observations during the teaching and learning process, interviews with the students and the English teacher, the speaking rubric and photographs. The data were in the forms of field notes, interview transcripts, questionnaires' analysis, students' speaking performance scores, and photographs. The validity of the data was obtained by applying democratic validity, process validity, and dialogic validity. The reliability of the data was obtained by conducting inter-rater reliability.

The result of this study shows that there are some improvements in students' speaking skills that could be seen from the results of classroom observation toward students' speaking performance and the different results between students' pre-test and post-test scores. First, the results of the observation showed that there were some improvements in each indicator. There were 30 students or 100% students who involved actively and mastered vocabulary. Besides, there were 22 students or 73.33% students who spoke English fluently. There were 21 students or 70% students who spoke English correctly. In addition, there were 27 students or 90% students who spoke English accurately. Second, the scores of students' speaking performance were measured based on a speaking rubric. The different results between the pre-test and the post-test showed that there were some improvements. Students' fluency score improved from 10.96 to 12.63. Students' grammatical accuracy improved from 10.48 to 12.01. Students' pronunciation accuracy improved from 11.4 to 12.88. Students' vocabulary improved from 11.68 to 13.61 and students' task improved from 11.1 to 13.01.

## **CHAPTER I**

### **INTRODUCTION**

The objective of this study is to improve students' speaking skills through interactive games. In this part, some subchapters are presented. Those are background of the study, identification of the problems, limitation of the problems, formulation of the problems, objective of the study, and significances of the study.

#### **A. Background of the study**

Speaking is a productive skill which has many functions. Bailey and Savage (1994) in Murcia (2001: 163) say that for most people, the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. It shows that speaking has the function for communication which means that speaking is important to be learned since there are some benefits that somebody can get through speaking.

Through better speaking, it can make someone to be more confident and easier in expressing their opinions, ideas, or thoughts, so it can minimize misunderstanding between the speaker and the listener. Better speaking also gives more chance to be the professional speaker in special event such as an International conference and gives someone a big chance to go abroad for a certain concern such as to study. Furthermore, in working world speaking skill is needed to be mastered in order to get a good communication to make a deal with others' company.

Apart from that, in senior high school, speaking skill gets the emphasis in the English teaching and learning process. One of the reasons is because the purpose of learning English in senior high school based on BSNP (2006: 125) is to get communication skill in certain literacy. It shows that speaking needs to be mastered by the students in order to get the purpose of learning.

Though speaking is important to be mastered, speaking is not easy to be learned. There are some problems that should be faced by the students in learning speaking. Based on the observations and interviews conducted in MAN Majenang (24<sup>th</sup> & 26<sup>th</sup> November 2012), there were some problems in learning speaking. The problems related to the vocabulary, accuracy, and fluency. These problems became the technical problems in teaching and learning speaking. In addition, there was another problem which should be considered by the teacher in teaching speaking to the students. It was related to the students' self-confidence. The students felt afraid to make mistakes in using grammar, pronouncing words, and using appropriate vocabulary while they spoke. Those conditions showed that self-confidence gave a comfortable feeling to the students while speaking with others without being afraid. If the students felt comfortable, they could produce a good speaking without ignoring the content, the accuracy and the fluency. That is why self-confidence also has an important role to produce a good speech.

Based on the observation conducted in MAN Majenang, there were some problems found in the classroom. To solve the problems, the teacher should



arrange the classroom into a nice and enjoyable atmosphere by giving interesting activities.

It is needed appropriate techniques to create those atmospheres in the classroom. The techniques should be fun and interesting and should be matched with the skill which is learnt. It also should involve the interaction between the teacher and the students and the interaction among the students.

Interactive games can be one of good techniques in solving the problems in speaking class which happens in MAN Majenang, because the concept of interactive games can create fun and interesting atmosphere and a good interaction between the teacher and the students also among the students. In the end, those conditions are expected to improve students speaking skills.

## **B. Identification of the problem**

It is known that speaking skill is not easy to be learned because of some problems that might appear in teaching and learning process.

### **1. The first problem is related to the teacher.**

Based on the observation conducted in class of grade XI MAN Majenang, the teacher only focused on the materials. He could not attract student's attention and could not deal with some students who made noise during the teaching and learning process. The teacher only asked the students to answer questions and translate each sentence. Besides, from the interview with the students, they said that the teacher always used the same activities in every meeting so that they felt bored during the teaching and learning in the classroom.

2. The second problem is related to the students.

Most students in grade XI of MAN Majenang lacked motivation in learning English especially in learning speaking skill. They felt afraid to make mistakes in speaking because they lacked confidence. It made them passive and get bored easily during the teaching and learning process. It was indicated by the students who were mostly passive in the teaching and learning process. They just sat and listened to the teacher's explanation. When the teacher gave them opportunity to ask questions, they remained silent.

The students' low motivation was also indicated when the teacher asked them to do the activities. They gave only little attention to the activities. Some of them were joking with their friends and some others were enjoying the time by putting their head on the table and did not do the activities. Besides, from the interview, it is found that the students' perception that English is difficult makes them lazy and unmotivated to learn speaking.

3. The third problem is related to the teaching media and resources.

Media are important components in the teaching and learning process. It helps the teachers to explain the materials in more concrete ways. Unfortunately, there are some schools which still have limited teaching media to support the teaching and learning process.

Based on the observation conducted in grade XI of MAN Majenang there were limited media and recourses. Consequently, the teacher only used LKS while teaching and delivering materials to the students.

4. The fourth problem is related to the activities in the classroom.

It is known that interaction is needed in leaning speaking. But, somehow the teacher still uses the activities which lack interaction among the students. They did not do speaking as the main activities. It shows that interaction in speaking is not enough. As consequence, the students feel bored and lack interest in the teaching and learning process.

Those conditions above also happened in teaching and learning speaking in grade XI of MAN Majenang. There were only few activities during the teaching and learning process. The activity was the same for each skill such as the teacher asked the students to finish students' worksheet, the teacher asked the students to read aloud or answer teacher's questions.

In conclusion, creating interesting tasks or activities which involve interaction between both teacher and students also among the students during the teaching and learning process is needed. The tasks or activities need to attract students' interest during the teaching and learning process. One of the activities to attract the students' interest is by using interactive games as a technique in teaching and learning process.

### **C. Limitation of the problem**

Based on the identification of the problems above, the researcher tried to solve the problems related to students' speaking skill. This research focused on improving students' speaking skills through interactive games. Such a limitation was determined for the following reasons. First, interactive games could make the students fully-participate in the teaching and learning process and make the

students interact each other. Second, interactive games are good techniques in learning because the learning is centered on the students. Third, interactive game can create fun and enjoyable atmosphere during the teaching and learning process, the students could also learn by playing through interactive games. They got involved in teaching and learning process without being afraid to make mistakes. This study was focused on improving speaking skill through interactive games at Grade XI students of MAN Majenang in the academic year of 2012/2013.

#### **D. Formulation of the problem**

Based on the focus of the problem above, the problem of this research was formulated as follows “How can interactive games be used to improve speaking skills at Grade XI students of MAN Majenang in the academic year of 2012/2013?”

#### **E. Objective of the study**

The objective of this study was to improve students’ speaking skills through interactive games for grade XI students of MAN Majenang in the academic year of 2012/2013.

#### **F. Significance of the study**

The research findings are expected to give significant contributions to the related parties:

1. For the English teacher

This research provides new techniques for the teacher in teaching speaking skills. The interactive games will also give more chances for students to practice their speaking skills.

2. For the School

The result of this study will be beneficial for the school to solve the problems found in the teaching and learning process of speaking in the class.

3. For Other researchers

This study will give an inspiration and reference to other researchers in improving students' speaking skills in the teaching and learning process.

## Problems and Solution in Teaching and Learning Speaking

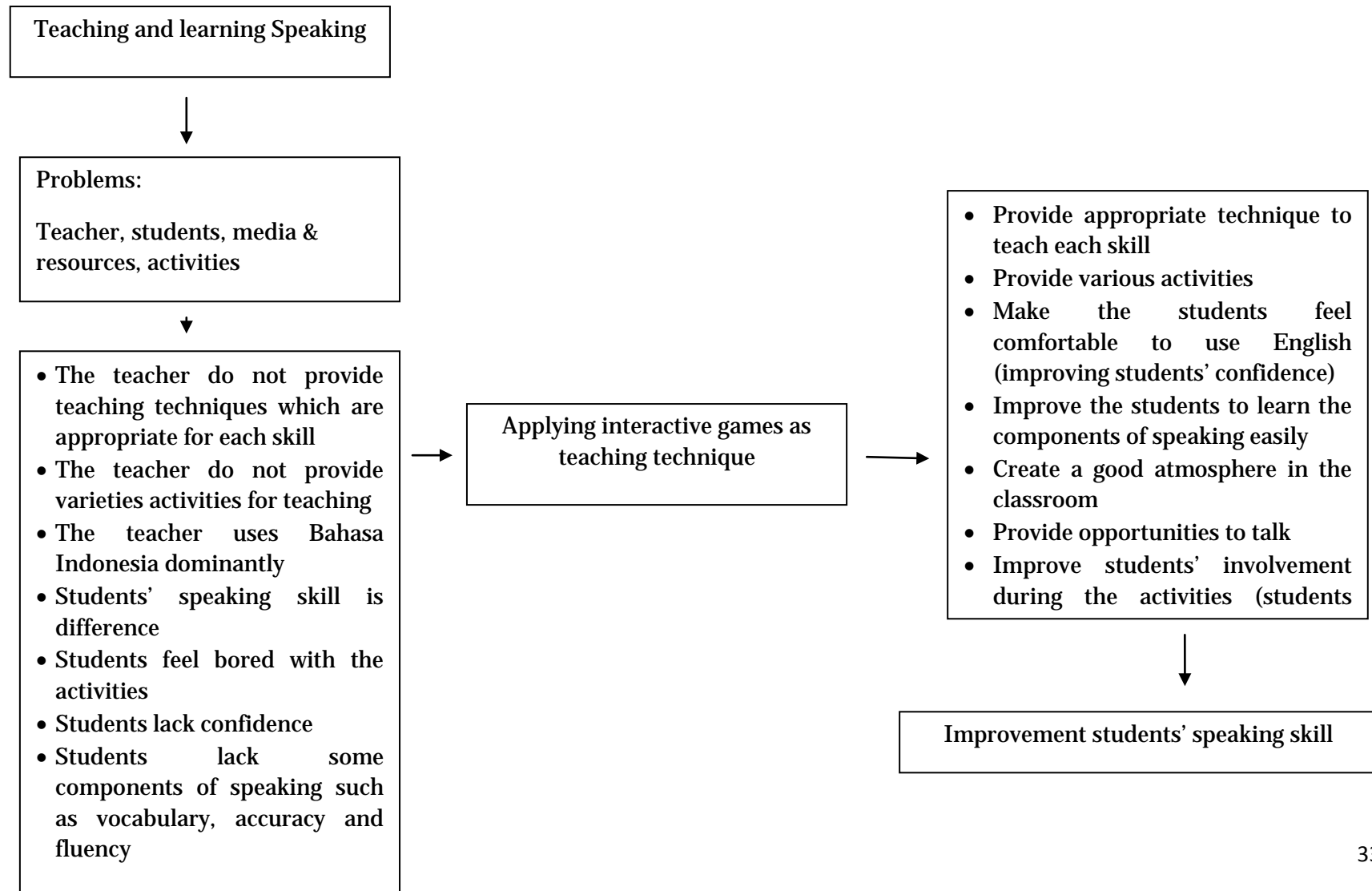


Figure 2: Conceptual Framework of the Study

## **CHAPTER II**

### **LITERATURE REVIEW**

This study is aimed to improve speaking skills of the eleventh grade students of senior high school. To support the understanding of the problems formulated in Chapter I, some theories have been reviewed. Those are the concepts of teaching and learning English at Senior High Schools in Indonesia, the stages of teaching and learning cycle, the teaching and learning speaking at senior high schools, and the interactive games. This chapter also presents some relevant research studies for this research. Once those theories have been reviewed and some relevant research studies have been presented, a conceptual framework is drawn for this study.

#### **A. Teaching and Learning English at Senior High School in Indonesia Based on Curriculum.**

Based on BSNP (2006), the purpose of teaching English in senior high school is to reach communication skill in certain literacy which consists of *performative, functional, informational, and epistemic*. In *functional* level, it is expected that students can use language in a daily life. In *informational* level, it is expected that students can access the knowledge with their language skill. While in *epistemic* level, it is expected that students can express their knowledge into the target language. In the end, it is aimed that the English lesson in senior high schools is expected to reach the *informational* level which is preparing the students to continue the education to the university.

In addition BSNP (2006) says that there are some goals of the English subject in senior high school which are aimed to make the students have the capabilities in developing the communicative competence in the form of oral and written. The purpose is to achieve the literacy in the *informational* level and to have the awareness about the essence and the significance of English.

In line with the goals of English subject, teaching and learning speaking can be achieved through the implementation of the language competences. The table below is the standard competence and the basic competence of speaking based on the curriculum (Depdiknas: 2006).

**Table 1. The Standard of Competency and the Basic Competencies of Senior High Schools Year Eleventh of the First Semester in reference to School-Based Curriculum.**

<b>Standard Competence</b>	<b>Basic of Competence</b>
4. Expressing meaning in functional text short monologue in the form of reports, Narrative and analytical exposition in the context of daily life.	<p>4.1 Expressing the functional meaning of the spoken text formal and informal accurately, fluently and acceptable in different contexts of everyday life</p> <p>4.2 Expressing meaning in the text monologue with using a variety of spoken language accurately, fluently and acceptable in the context of everyday life</p> <p>in text form: report, narrative and analytical exposition</p>

Based on the standard of competence and basic competence, the eleventh grade students of Senior High School should be able to express meaning accurately, fluently and acceptably in the form of reports, narrative and analytical exposition in the context of daily life. The topics of those texts are related to surrounding environment of students and their academic settings. To achieve



those conditions, it is needed to use a certain approach. The approach used is *Genre-Based Approach*.

## B. The Stages of Teaching and Learning Cycle

Based on the curriculum in implementing the teaching and learning activities in the classroom, there must be a certain approach used by the teacher in order to determine the steps of teaching. Feez (1998:27) proposes the genre based approach to be used in the field of teaching English as the foreign language. This approach is based on the text-based syllabus design which has some stages. The stages of the teaching and learning are presented as follows.

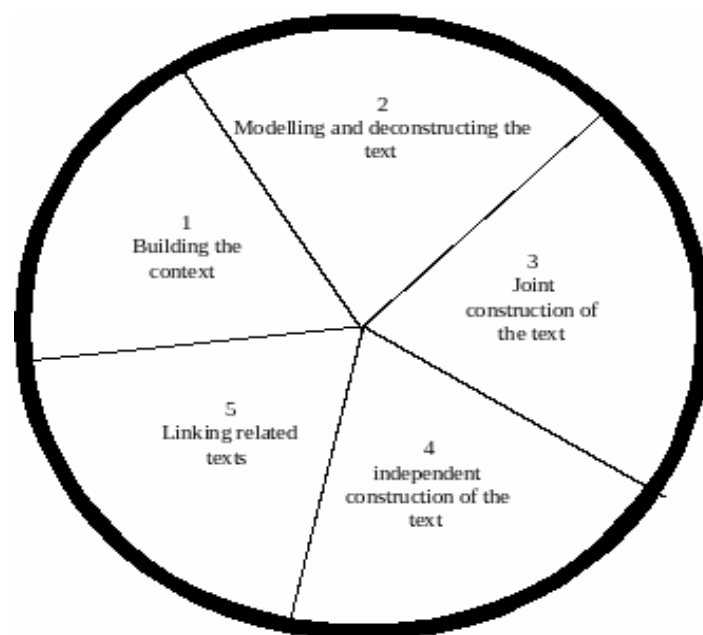


Figure 1. **Stages of the Teaching/ Learning Cycle (Feez, 1998: 2008).**

In this model, the teaching and learning cycle follows the five stages. They are *building knowledge of the field, modeling and deconstructing the text, joint*

*construction of the text, independent construction of the text and linking to related texts.*

In *building knowledge of the field*, the teacher tries to explore the students' knowledge for the learning. Likewise, the teacher may do apperception first to make the students get the point of what to be learnt for the lesson. In the *modeling and deconstructing the text*, the teacher gives model to the students related to what to be learnt for the lesson. The students study and examine the patterns as well as the language features of the text. In the next stage, *joint construction of the text*, the students try to participate in constructing the text. Meanwhile, the teacher lessens her/ his contribution for giving the students opportunity to learn more of the text. In the stage of *independent construction of the text*, the students try to work with the text independently. Last, for *linking to related text*, the teacher gives the students another example of the texts so that the students can compare and get a 'clear picture' related to the text being studied, but this stage will not be used. The researcher only uses this approach up to the *ICOT* stage for teaching and learning speaking.

Based on the explanation above, it can be concluded that there is a certain approach which will help the teacher to reach the goal of teaching and learning speaking to the senior high school students.

### **C. Teaching and Learning Speaking at Senior High Schools**

This subchapter discusses some relevant theories which are related to the *genre-based approach* which will be used in teaching and learning speaking skills. In this discussion, eight important points are presented. Those are speaking

skills, micro- and macroskills of Speaking, teaching of speaking, teacher's roles, characteristics of spoken language, language features of speaking, principles for designing speaking techniques, factors influencing speaking, and classroom speaking performance.

## **1. Speaking Skills**

In Oxford Advanced Dictionary, the definition of speaking is to express or communicate opinions, feelings and ideas by talking.

According to Fulcher (2003:23) speaking is the verbal use of language to communicate with others. Its function is to convey message which lies in the structure and meaning of all languages, whether this is written or spoken.

Moreover Bailey and Savage in Celce (2001: 163) state that for most people, the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication.

In conclusion, speaking is the most demanding skill which needs to be mastered by the students in order to get the aims of communication by sharing the opinions, ideas, thoughts, or feelings through the language which is matched by the certain situations.

## **2. Micro- and Macroskills of Speaking**

Brown (2003: 142-143) points out some micro- and macroskills of speaking. The microskills refer to producing the smaller chunks of language, such as, phonemes, morphemes, words, collocations, and phrasal units. The macroskills refer to the speaker's focus on the larger elements: fluency, discourse, function,

style, cohesion, nonverbal communication, and strategic options. Those microskills are as follows.

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. Produced reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- h. Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

Besides, there are also some macroskills. Those are as follows.

- a. Approximately accomplish communicative functions according to situations, participants, and goals.

- b. Use approximate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping, and-yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events, and feelings, new information, and given information generalization and exemplification.
- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well one's interlocutor is understanding.

In the context of teaching and learning process of speaking, the teacher should introduce and teach the students those skills in order to train the learner to be a good speaker.

### **3. Teaching speaking**

It is known that teaching speaking is not just teaching how to speak with the language. But, there is a certain purpose of teaching speaking that it is able to communicate in a certain situation and understand each other. It shows that teaching speaking is focused on communicative purpose. As stated by Chaney (1989: 19) in Kayi (2006:1), today's world requires that the goal of teaching speaking should improve students' communication skills. Because, only in that

way students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

Teaching speaking is also teaching about the accuracy and fluency. It should be noticed by the teacher that teaching speaking to the students should be accurate (grammatically and phonologically correct) and fluent (flowing, and natural). It shows that both fluency and accuracy are important to be learned. Brown (2001: 268) says that

“Teaching speaking in the classroom is teaching the importance of fluency and accuracy with a concomitant playing down of the bits and pieces of grammar and phonology that many students managed to produce fairly fluent but barely comprehensible language”

By knowing the importance of fluency and accuracy, the teacher will understand how to use the appropriate techniques in teaching speaking. In line with the importance of teaching speaking, the theories are also necessary to be understood by the teacher to teach.

Besides the techniques in teaching speaking, there are also some factors which should be considered in teaching speaking to the students. One of the factors is students' motivation in language learning in the classroom. Brown (2001: 72) says that motivation is the extent to which makes the choices about the goals to pursue and the effort which is done to that pursuit. It is applied in the educational situation; in teaching and learning process in the classroom. In advance Brown (2007: 168) says that motivation is a key to learning in general. It shows that students' motivation has an important role in teaching and learning process in the classroom which decides whether the learning is success or not.

To sum up the explanation about teaching speaking to senior high school students above, it is known that there are many factors which should be considered in teaching speaking to the students.

#### **4. Teachers' roles in teaching speaking**

According to Harmer (2001: 57-62) teacher has some roles in the classroom which may change from one activity to another or from one stage of activity to another. These are the roles of teacher in the classroom.

First, as the controller, the teacher is in charge of the class and the activity working place. Here, the teacher roles are telling students things, organizing drills, reading aloud, and in other ways exemplify the qualities of a teacher-fronted classroom. Then, as the organizer, the teacher's role is to organize the students to do class activities such as giving the students information, telling them the rules and the procedures of the activities, putting the students into pairs or group works, and closing things down when it is time to stop. Third, as assessor, the teacher needs to give feedback and correction to what the students have done in the classroom activities. Fourth, the teacher as prompter takes the role by stimulating or giving clues to the students to solve the difficulties.

A teacher's role in the classroom is not only delivering materials to the students but also he/she can take apart by joining the classroom activities as the participant. In the learning process, students may find some difficulties to face the materials. They may ask the teacher to help them solving the difficulties. When the students ask the teacher about their difficulties, here the teacher takes the role as the resources who know more than the students. Tutor is the combination roles

of the prompter and resource that help the students finish the classroom activities by guiding them. The last as an observer, teacher roles are to observe what students do by watching and listening to them in order to create a good relation between the teacher and the students.

By looking at some roles of teacher in the classroom above, there are some roles of teacher which can be applied in teaching speaking in the classroom. They are controller, facilitator, prompter, and resource. It is also strengthened by Brown (2001: 167-68) who states five roles of interactive teacher. The three roles are the same as Harmer said. The two more are the teacher as director and as manager.

These roles are suitable to teach speaking by using interactive games as the technique of teaching in the classroom. If the teacher can deal with these roles, then the teaching and learning process become smoothly.

## **5. Factors Influencing Speaking**

Brown (2001: 267-269) proposes five factors which influence learning speaking. The first is a conversational discourse. In this factor, the students should be able to organise ideas, put them into sentences, and produce them in accurate statements. The goals and the techniques for teaching conversation are extremely diverse, depending on the student, the teacher, and overall context of the class. The second factor is teaching pronunciation. It is an essential element which should be noticed by the teachers in teaching speaking. Pronunciation takes an important role of the listeners to interpret oral communication. The clear pronunciation helps the listeners to get the meanings uttered by the speakers.



The third factor is related to the Accuracy and fluency. The accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. While fluency happens when a speaker is able to communicate naturally in target language. The next factor is affective factor. This factor related to the obstacles in learning speaking such as the anxiety which is generated over the risks of blurting things out such as mistake, stupidity, or incomprehensibility. In order to minimize those obstacles, the teacher needs to provide warm and to embrace climate that encourages students to speak. The last is interaction effect. In interactive spoken, a speaker needs partners to have a process of negotiation of meaning.

In the end, there are some factors that influence learning speaking which will be faced by the students. Those problems also can help the students to learn speaking.

## **6. Characteristics of spoken language**

According to Brown (2001: 270-271) there are some characteristics of spoken language that can make oral performances both easy and difficult. The first is clustering. It is known that fluent speech is phrasal, not word by word. Students can organize their output both cognitively and physically (in breath groups) through such clustering. The second is a redundancy. In this characteristic, the speaker has an opportunity to make meaning clearer through the redundancy of language. The third is reduced forms. There are some English forms that non-native speaker has difficulty to dealt with them. Those forms can

be a problem in speaking. So, it is allowed to reduce some forms that are difficult to deal with in order to get the communication easily.

The fourth characteristic is performance variables. It is one of the advantages of spoken language which involve the process of thinking in manifesting a certain number of performance hesitations, pauses, backtracking, and correction. The next characteristic is colloquial language. In this characteristic, the teacher should make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms. The sixth characteristic is a rate of delivery. It is one of the tasks in teaching spoken English is to help students achieve an acceptable speed along with other attributes of fluency. The next is Stress, rhythm, and intonation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. The last is interaction. In this characteristic, learning to produce the waves of language in speaking skills are needed the creativity of conversational negotiation.

In conclusion, those characteristics might become problems or might be helpful in producing a good speaking as long as the students can deal with those problems.

## **7. Language Features in Speaking**

Harmer (2001: 269) points out four language elements in speaking namely connected speech, expressive device, lexis and grammar, and negotiation language.

In connected speech, the speakers need to be able to produce the phonemes effectively and fluently. In expressive device, the devices (pitch, stress, volume, speed and other physical and non-verbal) are used to show the extra-expression of emotion and intensity.

In lexis and grammar, the variety of phrases in different functions is provided to help the students in producing speaking. In negotiation Language, it is used to seek clarification and to show the structure to get the effective speaking.

As a result, those elements can help the students to produce a good speaking since each element has its functions to help in improve their speaking skills.

## **8. Principles for designing speaking techniques**

Brown (2001) states there are some principles for designing speaking techniques. The first is by using the spectrum technique to cover learner's needs. This technique is focus on the accuracy, interaction, meaning, and fluency in learning language. The second is providing intrinsically motivation technique. This technique is done to improve students' motivation by appealing their goals and interests and their needs for knowledge, status and achieve the competence.

The third is encouraging the use of authentic language in meaningful contexts. Encouraging the authentic context will help the students to be more creative and will help to create a meaningful interaction. The fourth is providing appropriate feedback and correction. It helps the students to get a corrective feedback which is useful to improve their speaking. In the end, they will not do the same mistakes.

The fifth is capitalizing on the natural link between speaking and listening which means that when focusing on speaking goals, at the same time the teacher will reach listening goals. The next is giving students opportunities to initiate oral communication which can be done by giving interactive activities in speaking class. It helps the teacher to give opportunities to the students to practice their oral skills. The last is encouraging the development of speaking strategies. There are some strategies which can develop speaking skills such as asking for clarification (*what?*), asking someone to repeat something (*excuse me?*), using conversation maintenance cues (*right, yeah, okay*), and getting someone attention (*hey, say, so*).

By knowing the principle in designing the techniques of teaching in the classroom, the teacher can design the appropriate techniques for each skill which will be taught.

## **9. Classroom Speaking Performance**

Brown (2000: 271-274) states six types of classroom speaking performance. Those are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

The purpose of imitative is not for meaningful interaction but for focusing on some particular element of language form. While intensive speaking is one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Responsive is a good deal of student speech in the classroom. It is short replies to teacher or students-initiated questions or comments.

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language, whereas interpersonal dialogue carried out more the purpose of maintaining of social relationships than for the transmission of fact and information. In extensive (monologue), students at intermediate to advance level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. The monologues can be planned or impromptu.

In line with Brown, Harmer purposes the speaking activities which involve the types of speaking performance. According to Harmer (2001: 271-275), the speaking activities are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role play.

In acting from script, the teacher asks the students to act out scenes from plays and/or coursebooks, in the end the teachers sometimes are filming the result. Communication games are designed to provoke communication among students frequently. In the discussion, one of the best ways of encouraging the students to discuss is providing activities which force students to reach a decision or consensus, often as a result of choosing between specific alternatives.

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Prepared talks represent a defined and useful speaking genre, and if properly organized can be extremely interesting. Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. In simulation and role-play, many students derive great benefit. Students simulate a real-life

encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations.

In conclusion, those speaking activities can be applied by the teacher in teaching speaking skills to the students. Those activities help the students to practice their speaking skills in the classroom.

#### **D. Interactive Language Games**

Seven points are presented in the discussion of interactive language games. Those are the definition of interaction, the classroom interaction, the interactive principles, the interactive games, the criteria of good interactive games, the advantages of interactive games, and point to consider in implementing interactive games.

##### **1. Definition of Interaction**

Interaction is an act which is done by two or more people. It is done by many ways in any places including in the classroom during the teaching and learning process. The interaction involves many aspects of each individual. Not only the gestures of the individual but also the communication among the people who do the interaction. It is known that the communication produces sounds. As Brown (2001: 165) says in his theory that,

“Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.”

Interaction is created by sharing those thoughts, feelings, ideas or opinions to each other.

In conclusion, interaction is an activity between two or more people in some ways at any places include in the classroom. The interaction in the classroom happens between the teacher and the students and also among the students.

## **2. Classroom Interaction**

According to Richard and Schmidt (2002: 74) classroom interaction is the patterns of verbal and nonverbal communication and the types of social relationship which occur within classroom. It is closely related to learning because it has a contribution to promote learning. In this case, the verbal and nonverbal communication and the social relationships occur during the teaching and learning process in the classroom.

Malamah (1987: 7) mentions that in the education setting, interaction happens every day in the classroom activities between the teacher and the students and among the students. Interaction is not merely what the teacher does then followed by the students' reaction. He also adds that interaction in the classroom has a role as the internal process of learning, which consists of a consequence of the external interaction between two kinds of participations: the teacher and the students. It means that in the interaction there must be activities which can promote students participation in the classroom either outside or inside the classroom.

In line with Malamah, there are two perspectives of interaction in the classroom. They are teacher's talk and students' talk. Both of them should be balanced in teaching and learning process. Teacher's talk means that the interaction happens between the teacher and the students. Students' talk means that the interaction happens among the students. It usually happens during the learning activities. In this situation, the students will completely do the learning activities. They will interact with each other. In this stage, the teacher is just as the observer.

From the explanation above, it shows that classroom interaction occurs during the teaching and learning process between the teacher and the students also among the students and the interaction also helps to create an active condition in the classroom.

### **3. Interactive principles**

There are 7 principles which are described by Brown (2001: 166) in building interactive language teaching. The first is Automaticity. In this principle, a true human interaction is the best accomplished when focal attention is on meanings and messages not on grammar and other linguistic forms. It shows that meaning is the most important thing while interacting with others. In the classroom situation, it means that the students are given freedom to use the language without controlling the language in the limitation of grammar or other linguistic forms. The importance is that they need to know the message while they are interacting with each other, though there are some mistakes in using the language.



The second is intrinsic motivation. In this principle students become engaged each other in speech acts of fulfillment and self-actualization. They need more appreciation in their own competence to use language; they also can develop a system of self reward. In this case, the teacher needs to build students' motivation in learning by providing interesting activities which can be done by creating the interaction among the students. As the result, it can help students to improve their motivation in learning.

The third is strategic investment. In this principle interaction is required by the use of strategic language competence both to make certain decisions on how to say or write or interpret language, and to repair when communication pathways are blocked. In this principle, the students need to have their own strategies to deal with both of the decisions because each student has different strategies in solving the language problems.

The fourth is risk-taking. Interaction in this principle requires the risk of failing to produce intended meaning and failing to interpret intended meaning. The next principle is the language-culture connection. The cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language. The sixth principle is interlanguage. The complexity of interaction entails a long developmental process of acquisition. The errors of production and comprehension during the learning process will influence the development. The teachers' feedback is one of crucial developments. The last principle is communicative competence. All of the elements of communicative competence (grammatical, discourse, sociolinguistics,

pragmatic, and strategic) are involved in human interaction. All the aspects should be connected together for successful communication to take place.

In conclusion, from the seven interactive principles above, it shows that each principle has different roles and has the same purpose in creating interaction during the teaching and learning process in the classroom.

#### **4. Interactive Games**

Interactive games are games which involve interaction during the activities. By playing interactive games, each student can interact one-another. They also can apply the learning materials that had been taught by practicing it during playing game. The interaction during playing game helps the students to build a good relationship among the students. The practice by applying the learning materials that had been taught by the teacher helps them to improve their speaking skills.

According to Ludewig and Swan's theory (2007) that games are fun and fun is motivating. It is shown by the features of games itself. Games become fun activity because games bring playfulness during the activities. It becomes motivating because the students will engage with the rules of games, though it is difficult. Games are challenging, interesting, and enjoyable to do.

On the other hand, Brewster and Ellis (2005: 172) propose that constructive play and games are not only motivating and fun but also providing excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills. It is clear that games are very helpful in teaching speaking to the senior high school students.

In summary, interactive games become one of good teaching techniques in speaking skills because it involves interaction and it helps the students to practice their speaking skills through fun and motivating activities.

## **5. Criteria of good interactive games**

Schweitzer and Brown (2007: 2-3) propose some common characteristics of games. The first is interactive which means that game should involve interaction among the students during the game is played. The second is that the game should be simple to understand. It means that a good game is a game which provides clear procedures. It will make the students clearly understand how to play the game.

The third, the game should consider a short time frame. In this case, an interactive game as activities which will be played by the students should be confirmed by the time management during the teaching and learning process. It will be good if the game is played in a short time. Then, the game should be creative and motivational which means that game should provide good activities which is challenging and motivating.

After that, the game should have collaborative factor which means that the game is played as a team. That is why a good game needs to involve the collaboration. It helps the students to learn how to play or finish the game as a team. It also helps them to learn the importance of collaboration. It will create a good interaction among the students during playing the game. The last factor is that the game should be relevant with the material because it will help the teacher

in delivering the materials to the students easily. By considering those criteria, the goals of teaching and learning will be reached easily.

## **6. Advantages of Interactive Games**

According to Sanchez and Morfin (2007) there are some advantages of using interactive game in the teaching and learning process such as games give a variety of tools to facilitate the teaching-learning process, games are flexible,” it means that they can be used for teaching any aspect of the language, games make the lesson more interesting, games raise the students’ motivation, games make students produce language subconsciously, games stimulate students’ participation and give them confidence and games transform the teacher’s role from that of formal instructor to that of an organizer or/and moderator of the class.

In addition Kumar and Lightner (2007: 53-54) state some advantages of using interactive games as a teaching technique in three situations. The first is in the classroom. Using interactive games in the classroom encourages active learning, as well as collaboration, and interactivity. Participation during the activity requires the use of content by the students which is done to make sure that the students are working with the ideas and applying them.

The second is in the learning situation. By using game in learning situation, it helps the students to be actively involved in learning process such as when the students are getting feedback or when they are practicing, sharing, reflecting, and generalizing in small group activities.

The third is in the memory and performance benefits. Interactive games have important social benefits for the students and it allows the students to practice vocabulary which can help them to improve their language.

In conclusion, by playing interactive game, students can actively work in pairs or team. Interactive game also helps students to enjoy the learning process. Interactive game helps students to build their confidence because the activities which are played are fun, so they will not afraid to make mistakes during the teaching and learning process.

## **7. Points to consider in implementing interactive games**

According to Brewster and Ellis (2005: 174) there are some questions as guidelines to help the teacher decide which type of game that can be applied in learning speaking, whether the game promotes fluency or accuracy and does the game promotes competition or cooperation. After that, the teacher also should considerate the level of the game which is for beginner or higher level. The next is related to what materials, resources and classroom organization are needed. Last, does the game focuses mostly on practicing pronunciation, words, grammar and language functions, language skills or learning to learn skills.

The teacher also has to consider some factors before choosing interactive games that will be applied such as the purpose of the game, the space to play the game, numbers of students, students' age, time allocation, and the use of properties. By considering all the factors above, the goals of teaching will be reached easily. Because students will feel fun and enjoyed in teaching and learning process because the interactive games are appropriate for them.

### **E. Conceptual Framework**

As one of the important subjects in senior high school, the goals of teaching speaking in senior high schools is to develop the communicative competence in the *informational* level, have the awareness about the essence and the significance of English to enhance the competitiveness of nation in global society, and develop students' understanding in the relation of language and culture.

However, there were some problems which should be faced in learning speaking at MAN MAJENANG. The first problem came from the teacher which could not attract students' attention to focus on the learning. The second was from the students such as the confidence problems, the vocabulary, the accuracy and the fluency. The third problem related to the media and the resources which were not enough. The last problem related to the activities in the classroom which were monotonous and not interesting.

To solve those problems in learning speaking, the teacher needs some ways such as giving students interesting activities by using appropriate teaching techniques for each skill. The use of appropriate techniques in teaching speaking can help the students to improve their speaking skills.

To overcome those problems, the researcher with the English teacher collaboratively tried to conduct action research to improve students' speaking skills through interactive games. Interactive games can help the students to

reduce their fear in making mistakes related to the components of speaking such as accuracy, fluency and vocabulary while speaking because interactive games are fun activity.

Interactive game will help the teacher to create the interaction among the students and interaction between teacher and students. Interaction is needed in the learning process to help the students improve their confidence to speak. That is why the use of interactive games is needed. Those concepts prove that interactive games can be a free technique to improve students speaking skills. The conceptual framework of this study is shown by this following diagram.

### CHAPTER III

### RESEARCH METHOD

This chapter presents the method of research which is important as a guideline to attain the objective of the study. It is provided with research design, research setting, research data collection, validity and reliability of the data, data collection technique and data analysis technique.

#### A. Research Design

The research on improving students' speaking skills through interactive games was action research which focused on the efforts to improve the real condition of the English teaching and learning process.

This research was implemented collaboratively with the headmaster, the English teacher and the students at grade XI of MAN Majenang.

The action research was conducted through the process below:

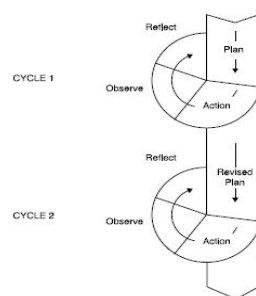


Figure 3 Action Research Cycle by Kemmis and McTaggart (1988)

The researcher used the action research steps as proposed by Kemmis and McTaggart (1988) above. The procedure was explained as follows:



a. Planning

Based on the observation, the researcher made plans to be implemented in the action research. In this step the researcher selected some techniques to be implemented in improving students' speaking skills through interactive games.

b. Action

The researcher implemented the plans she had made before. After making lesson plans and other supporting materials, she carried out the interactive games to the classroom teaching and learning of speaking.

c. Observation

During the process of implementing action, the researcher recorded the events which happened in the classroom. Researcher and the collaborator observed the class to find out the problem and saw how effective the action was.

d. Reflection

In this step, the members of the research evaluated the action. Reflection would be carried out by discussing the problem and the successes of the action during the action implementation.

## **B. Research Setting**

This research was conducted in MAN Majenang. MAN Majenang is located at Jl. Sufyan Tsauri Majenang, Cilacap, Jawa Tengah. There are 28 classes: ten classes of grade X, nine classes (5 classes for IPS, 3 classes for IPA and 1 class for Agama) of grade XI, nine classes (4 classes for IPS, 4 classes for IPA and 1 class for Agama) of grade XII. There are a headmaster's office, a

teacher's office, a mosque, a canteen, a school yard, a library, and laboratories: a computer laboratory, a science laboratory, a language laboratory and multifunction building.

### **C. Research Data Collection**

The data of this research were collected by observing the teaching and learning process in the classroom. Then, the researcher asked some questions to the teacher and the students through some interviews about the effect of using interactive games in improving their speaking skills during teaching and learning process in the classroom. The data were in the form of field notes and interview transcripts. The instruments used were stated below:

**Table 2. The Research Instruments.**

No	Instruments	Function
1.	Speaking assessment	to get information about student's speaking skills before and after the actions were implemented
2.	Speaking rubric	to score the students' speaking performances
3.	Interview guidelines	to guide the researcher in conducting interviews with the English teacher and the students
4.	Digital camera	To take the photographs and videos during the teaching and learning process. All the activities were to be documented, so it would be the evidences.
5.	Recorder	to record the interview with the English teacher and the students

#### **D. Validity and Reliability**

According to Burns (1999: 161-162), there are five types of validity. They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. Democratic validity means that in the process of action research, the researcher collaborated with the teacher, the students, and the headmaster to discuss about the process of implementation of interactive games. Outcome validity means that the research was conducted based on the need of successful learning using interactive games. Process validity means that the research which took on the process not only on the results of the research, but also the process was done systematically in order to get complete information to describe the process in implementing the interactive games. Catalytic validity means that this research was done by considering that this research will be useful and give good understanding for the researcher and the members of the research. Dialogic validity means that in conducting the action research, when the researcher wants to take a decision, the researcher consulted with the collaborator to consider the action or to get a conclusion.

To obtain the trustworthiness, the researcher used a triangulation technique (Burns, 1999: 163-164). Burns (1999: 164) proposed four types of triangulation. They are time triangulation, space triangulation, investigator triangulation and theoretical triangulation. Nevertheless, the researcher only used three forms of triangulations, i.e. time triangulation, investigator triangulation and theoretical triangulation.

First, the researcher used time triangulation. Time triangulation meant that the data were collected in certain time. In this research, the researcher did the action from November, 24<sup>th</sup>, 2012 and ended on February, 16<sup>th</sup>, 2013. The data which were collected through the period of time above were compared to formulate questions and the action used to improve students' speaking skills. Then, the changes related to the improvement in students' speaking skills were checked in every cycle.

Besides time triangulation, the researcher also used investigator triangulation. In this triangulation, the researcher used more than one observer to collect the data. There were two observers in this study, i.e. the English teacher of class XI IPA 1 as the collaborator and the researcher herself. In this case, the researcher and the collaborator collected the same data about the teaching and learning process related to the researchers' way in presenting the materials, the students' attitude in the class and the class atmosphere, also the students' pre-test and post-test scores. After collecting the data, they crosschecked the data.

In addition theoretical triangulation was also used in this study. Theoretical triangulation meant that the data were analyzed from some theoretical reviews. In this study, the researcher reviewed the theories from some experts of some books.

### **E. Research Data Analysis**

In this action research study the qualitative and quantitative data analysis were used. The qualitative data analyses were done by collecting the data from the interview transcripts and field notes. After collecting the data, the researcher

identified the data and classified them. At the end of the analysis, the researcher drew conclusion. These steps were adopted from Miles and Huberman's explanation in Punch (2005: 197). They say that the qualitative data analysis consists of three flows of activities. They are data reduction, data display, also drawing and verifying conclusion.

Beside qualitative data analysis, the researcher also used quantitative data analysis. The researcher analyzed the data from the score of the students speaking pre-test and post-test. The student's speaking scores were presented in the form of means.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The previous chapter has described the research method used in this study. This chapter will present some research findings and discussion. The first section focuses on the research procedures and the implementation of the actions in cycle I and cycle II. Then, the second section deals with the general findings and discussion of the study.

#### **A. Research Findings**

This research was an action research study. It aimed at improving students' speaking skills for grade XI students of MAN Majenang. The researcher used interactive games to improve students' speaking skills.

In this research, the researcher conducted several steps. They were reconnaissance, planning, action and observation, and reflection. In the reconnaissance process, the researcher identified the field problems in the English teaching and learning process by conducting observations and interviews. The next step was planning. In this step some actions which were feasible to be implemented were designed based on the problems. The interactive games were implemented in the teaching and learning process.

Then, in the action and observation steps the researcher implemented the actions that were planned. Later, the researcher observed and evaluated the data whether interactive games as teaching techniques were effective to improve students speaking skills or not. The last step was reflection. In this step, the researcher, the English teacher and the students identified the success and failures of the actions implemented. So, the researcher and the English teacher as the

collaborator could make the next plans for the next cycle. The following explanation was described further the procedures of the research as follows.

### 1. Reconnaissance

To identify some problems found in the English teaching and learning process in MAN Majenang, the researcher conducted observations, interviews and giving the questionnaires. The observation was done twice. The first observation was conducted on November 24<sup>th</sup>, 2012 in class XI IPA, in which the researcher found some problems related to English teaching and learning process. The second observation was conducted on November 26<sup>th</sup>, 2012. It aimed at observing the problems or facts in the field deeply and observing whether the problem in the first observation still existed or not before the researcher conducted the actions.

The situation of the English teaching and learning process in class XI IPA 1 was shown in this following vignette.

Date : November 26<sup>th</sup>, 2012

Place : Class XI IPA 1 of MAN Majenang

#### Descriptions:

The researcher entered the classroom with the teacher at 09.45 a.m. after the bell. Then, the teacher greeted the Ss by saying “*Good Morning Students*” and asked the students’ attendance list whether there was student who’s absent or not by saying “*Ada yang tidak berangkat hari ini?*” (*Is there anybody absent today?*). There were 3 students absent; 2 students were sick and 1 student asked for permission.

After that, the teacher asked the students to open the LKS as they did in the previous meeting. “*Okay, now open the LKS. Who still remember the last material?*” **The students kept silent.** Then the teacher pointed to one student. “*Aris, ris what about the last material?*” then the student answered teacher’s question “*materi terakhir pak?*” (*The last material, sir?*). “*Iya*”(yes) said the teacher. **But the student kept silent again.** Then the teacher pointed to the other student. “*Desi ayo materi terakhir?*”(Come on Desi the last material).

(Continued)

(Continued)

The student answered by saying **“last material about analytical exposition on page 24, sir”**. Then the teacher asked the students to continue the material on the next page. After that the teacher asked the students to read the text on LKS in 5 minutes.

During the time given to read the text, there were some students (male students) who did not follow teacher’s instruction. **They did not read the text. They enjoyed chatting with their friends.**

After 5 minutes the teacher asked one student to read the text. *“Tutut read the text. Student answered “Saya pak? Jangan saya pak (me sir?). The teacher said “Tut dibaca” (read Tut). The student kept silent she did not want to read the text. Then the teacher asked the other student to read the text. The teacher asked Dani Sutikna to read the text. The student read the text but there were many words which were pronounced incorrectly. “Belajar baca lagi, pronounciationnya harus ditingkatkan” (learn to read again. Improve the pronunciation). After asking one student to read the text then the teacher asked the students to answer the questions on LKS related to the text. “Okay now you need to answer the questions. I give you 5 minutes to answer the questions. When the students answered the questions, the teacher walked around and checked the students. There were some students in the corner who made some noise and then the teacher in front of the class asked them to be silent and to do their work.*

After finishing the task, the teacher asked the students to discuss the questions together. *“ya bagaimana, sudah? Kalau sudah mari dibahas. Coba Aris nomer 1 ris?”(Finished? If you have finishe, let discuss it together. Aris number 1 please, Ris).* There were 5 questions. The teacher asked 5 students for each question. After finished discussing the questions together, the teacher asked the students whether they had any question or not. **The students kept silent.** Then the teacher asked them to continue to the next text and asked 2 students to read the text. 1 student for 2 paragraphs. **When the student read the text the other students were busy with themselves and they looked enjoy doing their own activities, they did not pay any attention to the student who read the text.** After reading the text, the teacher closed the meeting by saying assalamualaikum.

From the vignette above, there were some problems during the teaching and learning process in class XI IPA 1. Actually, the teacher should teach speaking to the students at that time, but the activities given by the teacher were not speaking activities. Most of the activities were done in the form of reading. It could be seen that there were some problems related to the teaching and learning



of speaking in the classroom such as the students' speaking skills in English was not good enough. They did not use English while answering the teacher's questions. They were also passive during the teaching and learning process. They just kept silent while the teacher asked them.

#### **a. Identification of the Field Problems**

To identify the field problems, the researcher conducted the observations, interviews and gave questionnaires. The observations conducted in class XI IPA 1. The interviews were done to the English teacher and the students. The questionnaires were given to the students.

From the results of the observations, questionnaire's analysis and interviews, the researcher found some problems in English teaching and learning process. The problems related to the English teaching and learning process in class XI IPA 1 of MAN Majenang were presented in the following table.

**Table 3. Field Problems in the English Teaching and Learning Process in Class XI IPA 1 of MAN Majenang.**

<b>No</b>	<b>Field Problems</b>	<b>Code</b>	<b>Sources</b>
1.	Some students did not like learning English	S	Interview, questionnaire
2.	Some students were passive during the teaching and learning process.	S	Observation
3.	Some students could not understand teacher's instructions well	S	Observation, questionnaire, interview
4.	Students lack fluency and accuracy in grammar and pronunciation.	S	Observation
5.	Students lacked vocabulary	S	Interview

*(Continued)*

*(Continued)*

No	Field Problems	Code	Sources
6.	Students lacked confidence to speak in English and they were afraid to make mistakes in speaking English	S	Interview, questionnaire
7.	Students were unmotivated and uninterested in the activities.	S	Observation, interview
8.	Most students did not pay any attention to the teacher's explanation.	TLC	Observation
9.	The materials and learning activities were monotonous.	MA	Observation, interview
10.	The interaction during teaching and learning process was inadequate.	TLC	Observation
11.	The materials given by the teacher were not interesting, so that the students got bored easily.	MA	Observation, interview
12.	The teacher rarely used teaching media and rarely used English during the teaching and learning process	T	Observation, interview
13.	The materials were taken only from the text books and the LKS.	MA	Observation
14.	The teacher did not give enough attention to the students while teaching.	T	Observation

**Descriptions:**

**S: Students**

**T: Teacher**

**MA: Materials and Activities**

**TLC: Teaching and Learning Condition**

The field problems were categorized into four categories. The first category dealt with students (code S). The second category was related to teacher (code T). The third category dealt with the materials and activities used in the classroom (code MA). The last category dealt with the teaching and learning condition in the classroom (code TLC).

### **b. Identification of the Most Urgent and Feasible Problems to be Solved**

After identifying the field problems, the researcher had discussion with the English teacher as the collaborator to weigh the problems based on the urgency level. There were 14 problems found based on the observations, questionnaires and interviews. The most urgent problems were taken into account because the problems were very essential and should be solved. The researcher proposed interactive games to solve students' problems in speaking and students' problems which happened during the teaching and learning process. Based on the discussion of the problem solving with English teacher, the most urgent problems are presented in the table as follows.

**Table 4. The Most Urgent Problems in the English Teaching and Learning Process in Class XI IPA 1 of MAN Majenang.**

<b>No</b>	<b>Field Problems</b>	<b>Code</b>
1.	Some students were passive during the teaching and learning process.	S
2.	Some students could not understand teacher's instructions well	S
3.	Students lack accuracy in grammar and pronunciation	S
4.	Students lacked vocabulary	S
5.	Students lacked confidence to speak in English and they were afraid to make mistakes in speaking English	S
6.	Students were unmotivated and uninterested in the activities.	S
7.	The materials and learning activities were monotonous.	MA
8.	The interaction during teaching and learning process was inadequate.	TLC
9.	The materials given by the teacher were not interesting, so that the students got bored easily.	MA
10.	The teacher rarely used teaching media and rarely used English during the teaching and learning process	T
11.	The teacher did not give enough attention to the students while teaching.	T

**Descriptions:**

**S: Students**

**T: Teacher**

**MA: Materials and Activities**

**TLC: Teaching and Learning Condition**

After weighing the field problems based on the urgency level, then the researcher had a discussion with the English teacher to determine the most feasible problems to be solved by considering the time, fund, and energy. The following table shows those problems.

**Table 5. The Feasible Problems in the English Teaching and Learning Process in Class XI IPA 1 of MAN Majenang.**

No	Field Problems	Code
1.	Some students were passive during the teaching and learning process.	S
2.	Students lack accuracy in grammar and pronunciation.	S
3.	Students lacked vocabulary.	S
4.	Students lacked confidence to speak in English and they were afraid to make mistakes in speaking English	S
5.	Students were unmotivated and uninterested in teaching and learning process.	S
6.	The interaction during teaching and learning process was not enough.	TLC
7.	The materials given by the teacher were not interesting, so that the students got bored easily.	MA

**Descriptions:**

**S: Students**

**MA: Materials and Activities**

**TLC: Teaching and Learning Condition**

**c. Objective Analysis**

The next step after determining the most feasible problems to be solved, the researcher had a discussion with the English teacher to conduct the objective analysis. They formulated the final objectives from urgent solvable problems to find the possible causes. The alternative causes of every problem which appeared were analyzed more deeply by the researcher and the English teacher. The following table displays the results of analysis.

**Table 6. The Possible Causes of Field Problems in the English Teaching and Learning Process in Class XI IPA 1 of MAN Majenang.**

<b>No</b>	<b>Field Problems</b>	<b>Possible Causes</b>
1.	Some students were passive during the teaching and learning process.	<ul style="list-style-type: none"> <li>a. Students could not understand teacher's instructions and explanations.</li> <li>b. Students got bored with the monotonous materials and activities given by the teacher.</li> </ul>
2.	Students lack accuracy in grammar and pronunciation.	<ul style="list-style-type: none"> <li>a. The teacher could not give good pronunciation models for the students.</li> <li>b. The teacher did not correct students' mistakes.</li> <li>c. The teacher did not put full attention to students' grammar and pronunciation while speaking.</li> </ul>
3.	Students lacked vocabulary	<ul style="list-style-type: none"> <li>a. The teacher never used pre-communicative activities enhancing students' vocabulary mastery.</li> <li>b. The teacher only focused on materials, and rarely asked the students to practice their speaking. So, the teacher did not know whether their vocabulary improves or not.</li> </ul>
4.	Students lacked confidence to speak in English and they were afraid to make mistakes in speaking English	<ul style="list-style-type: none"> <li>a. Students were afraid of making mistakes and got teacher's punishment and being laughed by their friends.</li> <li>b. Some students had low self-confidence.</li> <li>c. The class was dominated by teacher's talk, so that students had few opportunities to share their ideas and opinions.</li> <li>d. The teacher tended to pay more attention to cleverer students rather than others.</li> </ul>

*(Continued)*

*(Continued)*

No	Field Problems	Possible Causes
5.	Students were unmotivated and uninterested in the activities.	a. The materials and activities used by the teacher were boring and monotonous. b. The teacher never told students the goals of the teaching and learning process so that students did not know yet the advantages of learning certain materials. c. The teacher did not motivate students to learn well.
6.	The materials and learning activities were monotonous and not interesting, so that the students got bored easily.	a. Most of the materials used by the teacher were taken from the LKS. b. The teacher rarely looked for materials from other resources due to the time limitation. c. The English teacher could not create interesting and various activities for the speaking class
7.	The interaction during teaching and learning process was inadequate.	a. The activities given by the teacher during the teaching and learning process did not involve the students' interaction. b. The activities did not need many interactions. c. The teacher did not provide the activities which include interaction between the teacher and the students and interaction among the students.

#### **d. Determining the Action to Solve the Problems**

After determining the most important and feasible problems to be solved, the researcher and the English teacher as the collaborator began to design some actions which could be used to solve the problems. Then, they discussed and decided some actions which could be used to improve students' speaking skills, so the students would be able to speak correctly and intelligibly.

After having a discussion with the English teacher, the researcher determined some specific actions to solve the problems of the teaching and learning process of speaking. There are some actions that would be implemented. The relationship between the problems and the solution can be seen in the table below.

**Table 7. The Most Important and Feasible Problems and the Solutions.**

No	Field Problems	Solution
1.	Some students were passive during the teaching and learning process.	<ul style="list-style-type: none"> <li>- Showing some interesting pictures.</li> <li>- Applying some games.</li> </ul>
2.	Students lack accuracy in the grammar and pronunciation.	<ul style="list-style-type: none"> <li>- Playing interactive games: the same or different game.</li> <li>- Doing vocabulary building.</li> </ul>
3.	Students lacked vocabulary	<ul style="list-style-type: none"> <li>- Providing and playing vocabulary building game related to words in the cards given.</li> </ul>
4.	Students lacked confidence to speak in English and they were afraid to make mistakes in speaking English	<ul style="list-style-type: none"> <li>- Checking students' understanding.</li> <li>- Giving students' easy tasks and activities to gain their confidence.</li> <li>- Motivating students by giving awards and saying some motivating words.</li> </ul>
5.	Students were unmotivated and uninterested in the activities.	<ul style="list-style-type: none"> <li>- Showing some interesting pictures</li> <li>- Applying some interactive games</li> </ul>
6.	The materials and learning activities were monotonous and not interesting, so that the students got bored easily.	<ul style="list-style-type: none"> <li>- Showing some interesting pictures</li> <li>- Providing materials with today issues in the form of activities in the classroom.</li> </ul>
7.	The interaction during teaching and learning process was less	<ul style="list-style-type: none"> <li>- Playing interactive games</li> <li>- Providing some interactive activities.</li> </ul>

## **B. The Implementation of The Actions**

### 1) The Report text of Cycle 1

#### a) Planning I

After the field problems had been formulated and the actions had been designed, the researcher and the English teacher as the collaborator made some plans for the first cycle. Those are as follows.

The first action was showing some pictures and then asking some questions related to the pictures given. It was aimed at building students' background knowledge of the material.

The second action was giving examples of the text related to the learning topics and explaining the material such as the generic structure and the language features through the text orally. After explaining the material, the teacher asked some questions to the students. Giving the text and explaining the part of the text was aimed to make the students understand about the material. Asking some questions related to the text was aimed to make the students speak.

The third action was applying the interactive games. The games were *vocabulary building game* and *the same or different game*. *Vocabulary building game* was aimed to build students' vocabulary and students' accuracy in pronunciation and also to help the students in learning speaking with report text as the material. In the last, this game would help the students to perform their speaking skills in the form of report text. *The same or different game* was aimed to practice students' speaking skills in report texting the animals. This game also included the students to be cooperative. In the end, the goals of playing those



games were to provide the activities which could help the students to practice their speaking skills.

The fourth action was providing more various activities and exercises such as doing a conversation and collecting the information from the conversation and then put it in the chart given, and also asking the students to retell the report text given in front of the class.

The fifth action was applying group work/pair work. It was aimed at building a good classroom interaction especially the interaction between the teacher and the students and among the students during the teaching and learning process.

Besides preparing the actions that would be done, the researcher prepared the lesson plan and consulted it to the English teacher. In implementing the action, the researcher acted as the teacher and the English teacher acted as the observer. In connection with the reflection requirement, some interview guidelines were also prepared to collect the opinions and suggestions from students and the collaborators during Cycle I. An observation sheet was also provided to support the observation done by the observer. Then, a camera was also prepared to capture the condition during the teaching and learning process of speaking in Cycle I. Besides a camera, a recorder was also provided to record the data related to the students' opinion and impression about the actions implemented.

## **b) Actions and Observations in Cycle 1**

The actions in Cycle I were focused on implementing interactive games to improve students' speaking skills. The data during the actions in Cycle I was obtained through classroom observations and interviews. The complete description is provided below.

### **(1) The First meeting of Cycle 1**

The first meeting of Cycle I was conducted on Wednesday, January 16<sup>th</sup>, 2013. The allocated time was 90 minutes. In the first meeting the teacher gave lead-in related to the topic. The teacher started the class by greeting the students and then checking students' attendance. After that the teacher introduced the materials and the topics of the lesson. The material was about report text. The topics were about animals and places. Then, the teacher told the students about the objective of the lesson.

In *the building knowledge of the field*, the teacher asked some questions to the students related to the notion of report text. It was meant to build students' knowledge of report text. After asking questions and doing a simple discussion related to the notion of report text, the teacher showed some pictures (*animals: cat, tiger, cow and crocodile; places: mosque and market*) to the students and asked some questions related to the pictures in order to get the information of the pictures at the same time. After showing all the pictures and asking information about the pictures, then the teacher and the students discussed about students' answer (information that students' know about the pictures) together.

In *modeling of text*, the teacher gave another picture and an example of report text (*dolphins*) to the students. After giving the example of report text to the students, the teacher explained the generic structure of report text and the language features of report text based on the example given. The teacher and the students then discussed the generic structure and language features of report text together. After explaining the generic structure and language features of report text the teacher asked for students' understanding. Then, the teacher did the oral exercise related to the material given by pointing some students to look at the generic structure and language features of report text based on the example given.

*Joint construction of text and individual construction of text* would be discussed in the next meeting: *meeting II and meeting III*. When the allocated time was over the teacher ended the lesson by summarizing the lesson, reflecting on the learning activities and gave feedback to the students during the teaching and learning process and gave information related to the next meeting topics and activities.

## (2) The second Meeting of Cycle 1

The second meeting of cycle I was conducted on Saturday, January 19<sup>th</sup>, 2013. The allocated time was 90 minutes. The second meeting was the sequel of the previous meeting. The teacher started the class by greeting the students and then checking students' attendance lists and conditions. After that the teacher talked about the previous materials and topics. The material was still about report text. The topics were about animals and places. Then, the teacher had a small discussion about the previous material that the students had learnt in the first

meeting. The purpose was to remind students about the material of report text that they had learnt in the previous meeting such as the purpose of report text, the generic structure of report text and the language features of report text.

The teacher talked about the previous material, *in building knowledge of field 1*. It was related to the report text text: *the purpose, the generic structure and the language feature of report text*. Then the teacher told the students about the activities that would be done by the students. Before doing the activities the teacher asked students' understanding whether they had any questions related to the material or not.

The teacher told the students about the activities, *In joint construction of text*. The teacher asked the students to play an interactive game (*vocabulary building*). This game was played to build students' vocabulary in order to help the students to provide and improve their vocabulary while speaking about report text. Before playing this game, the teacher told the procedure of the game to the students. The procedures of the game were: The teacher divided the students into 4 groups in each row, and then the teacher showed 5 envelopes which contained different category in it. The categories were related to the material. After that the teacher asked the student in each group to take one envelope and to share with the group. Next, the teacher asked the students in each group to do the vocabulary web by mentioning the words which were related to the word written, each student mentioned one word. Last, the teacher asked one student on each group to make a sentence related to the word written in each category. Then, the student pointed the other students to do the same thing as he or she did.

After playing the game, the teacher asked the students to do the next task. The next task was the students should work in pairs to the dialogue. The dialogue was about report text. After doing the dialogue with the partner, they needed to summarize the information from the dialogue and put it in the chart given by the teacher. After the entire students did the tasks, they needed to perform the dialogue in front of the class.

In the end of learning, the teacher ended the lesson by summarizing the lesson, reflecting on the learning activities and gave feedback to the students during the teaching and learning process and gave information related to the next meeting topics and activities.

### (3) The Third Meeting in Cycle 1

The third meeting of Cycle I was conducted on Wednesday, January 23<sup>th</sup>, 2013. The allocated time was 90 minutes. The third meeting was the sequel of the first and the second meeting. In this meeting, the teacher conducted the *JCOT* and *ICOT*. The teacher started the class by greeting the students and checking students' attendance. After that the teacher talked about the previous materials and activities. The material was still about report text with the animals and places as the topics of the materials. The activities were about playing an interactive game, performing the dialogue and summarizing the information from the dialogue and put it in the chart. Then, the teacher did a small discussion about the previous materials and activities that the students had learnt in the previous meeting. The purpose was to remind students about the material of report text that they had

learnt in the previous meeting such as the purpose of report text, the generic structure of report text and the language features of report text.

In *joint construction of text*, the teacher told the students about the activities. The teacher asked the students to play a second interactive game (*the same or different*). This game was played to implement the materials given to the students related to the report text about animals. This game was played in order to practice students' speaking skills related to the material and activities they got before and the students also could interact with other students. In playing this game they would be helped by the previous activities they got such as vocabulary building game and the materials they got about report text. Before playing this game, the students were told the procedure of the game. The procedures of the game were: *Step 1*: the students were divided into 2 groups of equal size and the chairs were arranged into two circles, the inner circle faced outwards, the outer circle faced inwards, so that two students from opposite group sat facing each other. All the students sitting in the inner circle received handout A. All the students in the outer circle received handout B. They should not show each other their handouts. *Step 2*: each handout contained 10 small drawings; some were the same in A and B, and some were different. By report texting the drawing to each other and asking questions, the two students in each pair decided whether the drawings were the same or different, and marked it S or D. The student who had across next to the number of the drawing began by report texting it to his partner. After discussing three drawings, all the students in the outer circle moved to the

chair on their left and continued with a new partner. *Step 3*: when all the drawings have been discussed, the teacher told the class the answers.

The teacher gave report text of *Camel* to the students and they should retell it in front of the class, *in individual construction of text*. In the end of learning, the teacher ended the lesson by summarizing the lesson and reflecting on the learning activities and gave feedback to the students during the teaching and learning process.

### c) Reflection I

The reflection was based on the observations during the teaching and learning processes in cycle I. The researcher created some indicators of the research success, including: involvement, fluency, grammatical accuracy, pronunciation accuracy, vocabulary and task. This following table presents the number of students performing each indicator during the teaching and learning process.

**Table 8. The Number of Students Performing each Indicator during the Teaching and Learning Process in Cycle I.**

Indicators	Number of Students in Cycle I						Average
	First meeting		Second Meeting		Third Meeting		
	Students	%	Students	%	Students	%	
Involvement	11	36,66%	14	46,66%	23	76,66%	53,32%
Fluency	2	6,66%	5	16,66%	7	23,33%	15,55%
Grammatical Accuracy	2	6,66%	4	13,33%	5	16,66%	12,21%
Pronunciation Accuracy	6	20%	7	23,33%	12	40%	27,77%
Vocabulary	8	26,66%	10	33,33%	18	60%	39,99%
Task	8	26,66%	8	26,66%	12	40%	31,10%

(Appendix G, the Results of Classroom Observation)

The findings are elaborated as follows. During the class discussions and activities in the first meeting, there were 11 students or 36.66% students from 29 students present in the class who were involved actively in the teaching and learning process.

In the second meeting the number of students involved in the teaching and learning process improved. There were 14 students or 46, 66% from 26 students present in the class who were involved actively in the teaching learning process. In the third meeting the number of students involved in the teaching and learning process improved significantly. There were 23 students or 76, 66% from 29 students present in the class who are involved actively in the teaching learning process. The evidences could be seen in the interview.

P : *Oh iya bapak. Lalu menurut bapak bagaimana mengenai penggunaan interaktif game sebagai salah satu teknik dalam pembelajaran speaking di kelas?*(Sir, so what do you think of the use of interactive games as one of the techniques in leaning speaking in the class?)

G : *Itu bagus. Kalau interaktif game itu membuat anak lebih kreatif lebih aktif. Jadi semua anak tidak bisa santai-santai. Mereka lebih berpikir biar tidak malu sama yang lain. Itulah keunggulannya disitu. Jadi mereka lebih bisa berpikir untuk berbicara biar tidak malu.*(It was good. Interactive games made the students more creative, more active. So, all the students should be more serious. They think more to talk so that they would not be ashamed)

#### (Appendix E, Interview 14)

P : *Oh ok..itu kan mengenai pelajaran aktivitas hari ini. Tapi kalau kita gabungkan dengan meeting-meeting sebelumnya.. aktivitas-aktivitas game yang kita lakukan dari meeting-meeting sebelumnya. Menurut ade ini bagaimana pendapatnya?*(Ok. It was about today's activities. But if we combined with the previous meetings, all the interactive games activities we did in the previous meeting, what is your opinion about that?)

S : *Ya kalau menurut saya ya semua rangkaian kegiatannya itu menarik dan memang kalau menurut saya itu cara yang tepat untuk meningkatkan speaking kita* (In my opinion, all the series of the activities were interesting and in my opinion, it was a good technique in improving our speaking)



Most of the students were not able to speak fluently, because they were shy, not confident and afraid of making mistakes in their speaking. In the first meeting there were only 2 students or 6, 66% from 29 students present in the classroom who spoke fluently during the teaching and learning process.

In the second meeting it could be improved, there were 5 students or 16, 66% students from 26 students present in the classroom who spoke fluently during the teaching and learning process. In the third meeting the number of students who spoke fluently during the teaching and learning process showed the improvement. There were 7 students or 23, 33% from 29 students present in the class who spoke fluently during the teaching and learning process. The improvements can be seen from the following interview transcript.

- P : *Tp ini aktivitas interactive gamesnya memang membantu speaking ade? Membantu belajar speaking?*(These interactive games activities helped your speaking? Helped you to learn speaking?)  
 S : *Ya jadi mulai percaya diri sama aga bisa ngomong lah*(yes, I started to be confident to speak)

**(Appendix E, Interview 10)**

- P : *Ok... jadi untuk interaktif gamenya selama ini yang kita lakukan. ade-ade itu suka nggak sih belajar speaking pake game?*(Ok... so for the interactive games we did, did it help you to learn speaking with game?)  
 S2 : *Saya sih cocok, suka. Soalnya dalam speaking itu kan kita juga belajar materi report text gimana belajar report text tapi speaking. jadi itu sangat membantu untuk belajar speakingnya.*(I agreed, I like it because in speaking we also learned report text. So it helped to learn speaking)

**(Appendix E, Interview 13)**

In the first meeting, there were only 2 students or 6, 66% students who spoke with grammatical accuracy correctly and 6 students or 20% students who spoke with pronunciation accuracy correctly. In the second meeting, there were 4 students or 13, 33% students who spoke with grammatical accuracy correctly and

7 students or 23, 33% who spoke with pronunciation accuracy correctly. In the third meeting, there were 5 students or 16, 66% who spoke with grammatical accuracy correctly and 12 students or 40% who spoke with pronunciation accuracy correctly.

Most of the students also had difficulties dealing with vocabulary. There were only 8 students or 26, 66% who were able to understand the meanings of the words presented in the vocabulary exercise in the first meeting. In the second meeting, there were 10 students or 33, 33% students who had improvement in their vocabulary mastery and there were only 18 students or 60% who had improvement in their vocabulary. The improvements can be seen in the following interview transcripts.

P : *Jadi untuk interaktif game sendiri dalam penerapannya dalam pembelajaran speaking itu sudah cukup bagus ya pak?*(So, for applying interactive games in learning speaking was good enough, sir?)

G : *Sudah cukup bagus karena itu juga sekaligus dengan belajar vocab, fluency, sama pronunciationnya sudah jadi satu*(It was good enough because it also learned for vocabulary, fluency and pronunciation) .

**(Appendix E, Interview 14)**

P : *Nah kalo vocabnya sendiri bertambah nggak?*(Is your vocabulary improved?)

S : *(bersama-sama) bertambah...(together) Improve...*

S5 : *Tambah jadi lebih baik* (much better)

**(Appendix E, Interview 10)**

P : *Interaktif game yang kita lakukan selama ini itu membantu speaking ade-ade nggak sih? Ngrasain ada perbedaan di speakingnya ade-ade sekarang?*(The interactive games we did all this time. Did it help you in your speaking? Are there any differences in your speaking now?)

S1 : *Ada banyak hal kaya misal pronouncenya ya biasanya kita sok salah mengucapkan kata-katanya. Dengan game itu kita jadi mau tahu gimana sih cara pengucapan yang benar kaya apa.*(There are many aspects such as the pronunciation, usually our pronunciation was incorrect. But by playing game, we have a desire to know how to pronounce correctly)

**(Appendix E, Interview 13)**

In task responsibility, there were 8 students or 26.66% students who were responsible to do their tasks with their partners in the first and second meeting. In the third meeting, there were 12 students or 40% students who were responsible to do their tasks.

However, some students also had difficulties in understanding how to play the game because they could not understand the procedures of the games clearly and there were some students who still had no improvement in their speaking and some aspects of speaking such as vocabulary, fluency and accuracy. It can be seen from the following interview transcript.

- P : *Gimana tentang pembelajaran yang tadi?*(What do you think of the learning just now?)
- S2 : *Sebenarnya kita tuh uda tahu gimana cara kerja game yang tadi cuma cara kita untuk nyampein sama temen-temen atau ngomong sama bahasa Inggrisnya itu takut salah.*(Actually we knew how to play the game before but the way we delivered to friends and spoke in English. We were afraid to make mistakes in speaking English)
- P : *Apa sih kesulitan terbesar ade-ade dalam mempelajari speaking selama beberapa meeting ini.*(What was your big problem in learning speaking during this several meetings?)
- S5 : *Saya masih mengalami banyak kesulitan. Dari mulai kosakata cara peletakan grammarnya. Sama cara pengucapannya. Cuma yang pentingnya asiknya dulu jadi tertarik.*(I still find many difficulties in vocabulary, grammar and pronunciation. But the most important for the first is, it is fun so I was interested in)

**(Appendix E, Interview 13)**

- P : *Menurut bapak apa saja aspek-aspek yang masih perlu ditingkatkan?* (What do you think of the aspects that should be improved?)
- G : *Kalau untuk pembelajarannya tidak ada yang kurang. Cuma menurut saya itu di anaknya. Contohnya sudah banyak anak yang bagus tapi memang mungkin ada anak yang memang kurang begitu paham dan masih malu-malu untuk berbicara.*(I think for the learning, it was enough but the problem was in the students themselves like for example most students who were good enough but there were some students who did not understand and still ashamed to speak).

**(Appendix E, Interview 14)**

After doing the reflection of the actions, the researcher and the English teacher concluded some findings as follows.

### **(1) The Successful Actions**

The first, the goals of using interactive games as a teaching technique of speaking in Cycle I were successfully achieved. The students enjoyed and were interested in the activities. They were enthusiastic and became more active during the teaching and learning process. They were completely involving themselves without waiting for teacher's instructions. They also could easily understand the material given by the teacher through interactive games as the activities in the classroom.

The second, the students pronounced the words correctly. It was done by giving interactive games to the students. The teacher provided interactive games in order to improve their pronunciation. For example in playing vocabulary building game, the teacher also asked the students to pronounce each word correctly. The third, the students learned some vocabulary related to the activities easily by playing the *vocabulary building* game and doing the exercises or tasks. They even could improve their vocabulary. It could be seen while they were playing some interactive game (*vocabulary building game, the same or different game*) and asking or answering teacher's questions.

The fourth, the students were motivated and interested in learning English by playing interactive games as the activities in the classroom. They looked enthusiastic and active in playing the games. The last, some students were not afraid to speak during the interactive games were done as the activities in the

classroom. They should follow the rules during the games were played. They should actively practice their speaking skills.

## **(2) The Unsuccessful Actions**

The first, some students still needed some vocabulary exercises to improve their vocabulary mastery in speaking. It could be seen while playing the interactive games. There were some students who got difficulties in finding a new vocabulary and did not know the meaning of some words. It also could be seen while the teacher gave instructions or asked questions. Some students could not follow the instructions or answer the questions because they did not get the message.

The second, some students still had difficulties in pronouncing certain words. It could be seen when the students did the tasks or played *the same or different game*. There were some students who could not pronounce certain words while report texting the pictures to their partner.

The third, some students still had difficulties in grammar. The evidence could be seen when the students played *the same or different game*. Their grammar was incorrect when report texting the pictures to the other students. For example while they said that the *animal is a mammal. He has 4 legs*. Most of the students only said *the animal mammal. He have 5 legs*. The fourth, some students were still afraid to make mistakes. The evidence clearly could be seen while the teacher asked the students to perform a dialogue “*Dolphin*” and retell the report text “*Camel*” in front of the class. They did not want to volunteer themselves. Even, if the teacher asked them to perform, they did not want to do that. Only

some certain students who wanted to perform without waiting for the teacher to call them.

The fifth, some students still could not understand the procedures of how to play certain interactive games yet and could not get the purpose of interactive game yet. For the first try while playing *the same or different game*, the game failed to be played because most of the students could not understand the procedure. The teacher should repeat the game for 3 times to make sure that the students got the procedures clearly. In the end, there were only some students who made mistakes.

Those were the successful and unsuccessful actions in cycle I. There were some improvements on students' speaking skills. However, there were still some problems faced by the students in cycle I, so that the researcher and the English teacher decided to continue with the next cycle to improve students' speaking skills. The improvements in cycle I was shown in the following chart.

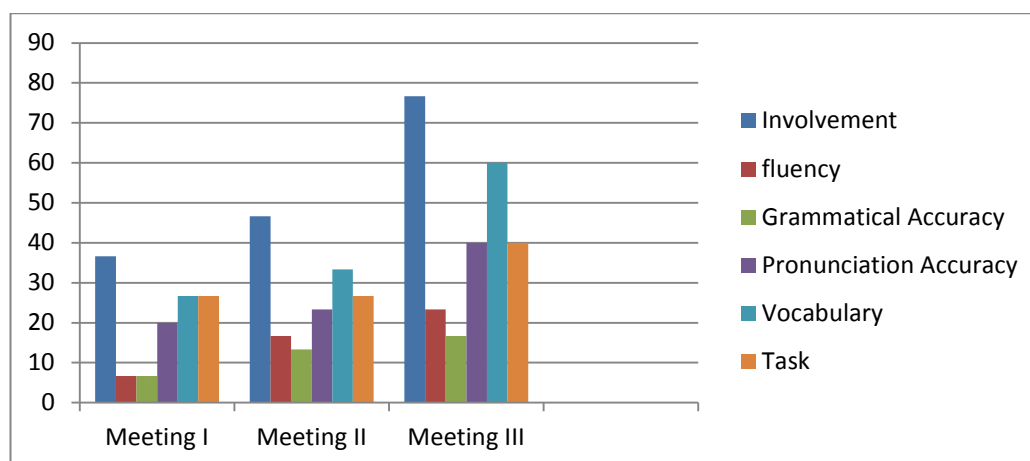


Figure 4. **The Number of Students for every Indicator in Cycle I.**

### 1) The Report text of Cycle II

Cycle II was conducted as a follow-up to the first cycle. There were still some research indicators in cycle I which had not been achieved yet. The plans for the second cycle were based on the reflection in the first cycle. In the second cycle, those successful actions would be maintained and even improved again. In addition, some unsuccessful actions in cycle I would be repaired, so that those unsuccessful actions would be successful.

#### a) Planning II

The researcher and the English teacher discussed some plans that would be implemented in Cycle II according to the reflections in Cycle I. In general, the action plans in Cycle II were the same as the plans in Cycle I. However there were some changes in some activities because those could not work well in Cycle I. There were also some additions in grouping students and some interactive games as teaching techniques and activities were applied. Those plans were as follows.

The first action was showing some pictures and asking some questions related to the pictures given. It was aimed at building students' background knowledge of the material.

The second action was giving examples of the text related to the topics learned and explaining the material such as the generic structure and the language features through the text orally. After explaining the material, the teacher asked some questions to the students. Giving the text and explaining the part of the text was aimed to make the students understand about the material. Asking some questions related to the text was aimed to make the students speak.

The third action was applying the interactive games. The games were *vocabulary building game (second version)*, *definition game*, *interview game*, *guessing game*. *Vocabulary building game (second version)* was aimed to improve student's vocabulary mastery and students' accuracy in pronunciation and also to help the students in learning speaking with different topics of report text. In the last, this game would help the students to practice their speaking skills in the form of report text. *Definition game* was the follow-up of vocabulary building game *second version*. It aimed to improve students' speaking skills in mastering vocabulary. This game was also including the students to be cooperative. The *interview game* was aimed to practice students' speaking skill in report texting, asking and giving information. The last *guessing game* was aimed to improve students' speaking skills in report texting, giving information, guessing, and did the yes/no question(s). In the end, the goals of playing those games were to provide the activities which could help the students to practice their speaking skills.

The fourth action was providing more various activities and exercises such as performing report text related to the topics in front of the class.

The fifth action was applying group work/pair work. It was aimed at building a good classroom interaction especially the interaction between the teacher and the students and among the students during the teaching and learning process.

Besides preparing the actions that would be done, the researcher prepared the lesson plan and consulted it to the English teacher. In implementing the action,



the researcher acted as the teacher and the English teacher acted as the observer. In connection with the reflection requirement, some interview guidelines were also prepared to collect the opinions and suggestions from students and the collaborators during Cycle I. An observation sheet was also provided to support the observation done by the observer. Then, a camera was also prepared to capture the condition during the teaching and learning process of speaking in Cycle I. In addition to a camera, a recorder was also provided to record the data related to the students' opinion and impression about the actions implemented.

## **b) Actions and Observations in Cycle II**

### **(1) The First Meeting of Cycle II**

The first meeting of cycle II was conducted on Saturday, January 26<sup>th</sup>, 2013. The allocated time was 90 minutes. In the first meeting the teacher gave lead-in related to the topic. The teacher started the class by greeting the students and then checking students' attendance lists and conditions. After that, the teacher introduced the materials and the topics of the lesson. The material was a report text. The topics were social-phenomena and made-up things. Then, the teacher told the students about the objective of the lesson.

In *building knowledge of the field*, the teacher asked some questions to the students related to the notion of report text. It was meant to build students' knowledge of report text. After asking questions and explaining the notion of report text, the teacher showed some pictures (*Halloween and Hand phone*) to the students. After showing all the pictures and asking information about the pictures,

then the teacher and the students discussed the answer (information that students' know about the pictures) together.

In *modeling of text*, the teacher gave another picture and the example of report text (*Thanksgiving Day* and *Mobile Phone*) to the students. After giving the example of report text to the students, the teacher explained the generic structure of report text and the language features of a report text based on the example given. After explaining the generic structure and language features of a report text, the teacher asked for students' understanding. Then, the teacher asked some questions by asking some questions.

In *joint construction of text and individual construction of text* the teacher asked the students to play vocabulary building game *second version* as class team. This game was played to create a good interaction among the students and between the teacher and the students. This game helped the students to pronounce the words correctly.

Before playing this game, the students were told the procedures and the rules of the game by the teacher. Then, the teacher checked the students' understanding of the procedures and rules of the game. It was done to make sure that the students would play the game without any obstacles. The teacher also moved around the class and joined the students in playing the game. In playing this game, every student looked enthusiastic and wanted to show their best in playing the game because there was a punishment for the loser.

When the allocated time was up, the teacher ended the lesson by summarizing the lesson, reflecting on the learning activities and giving feedback to the students also giving the information for the next meeting.

## (2) The Second Meeting of Cycle II

The second meeting of Cycle II was conducted on Saturday, February 2<sup>nd</sup>, 2013. The allocated time was 90 minutes. The second meeting was the sequel of the previous meeting. The teacher started the class by greeting the students and then checking students' attendance lists and conditions. After that, the teacher discussed the previous materials and introduced the new materials and topics. The material was report text. The topics were about *social-phenomena* and *made-up things*. Then, the teacher discussed the new materials. The purpose was to remind the students about the material of report text that they had learnt in the previous meeting such as the purpose of report text, the generic structure of report text and the language features of report text.

In *building knowledge of field*, the teacher explained the purposes, the generic structure and the language features of report text. Then, the teacher told the students about the activities that would be done.

In *joint construction of text*, the teacher asked the students to play an interactive game (*Definition game*). This game was the follow-up of vocabulary building game *second version*. It aimed to improve the students' speaking skills in mastering vocabulary and to create a good interaction among the students in group. The organization of this game was in groups and each group should

prepare one dictionary (*English-English*). This game was played in two steps for 10-20 minutes.

The first step was the teacher asked one student in each group to leave the room. The remaining students in each group would choose a word whose meaning they got from the dictionary. Then, the word was written on the whiteboard. Each of the students then should think of a definition of the word, only one student memorized the dictionary definition. The second step was the teacher called back in the students who left the class before, and then showed them the word which was written on the whiteboard. After seeing the word, they asked the other students about the definition of the word. Then, after listening to all definitions, they picked one student whose definition was correct.

The next activity was playing interview game. This game aimed to practice students' speaking in report texting and giving information. It also aimed to make a good interaction in the teaching and learning process. This game was designed as individual game which was done for 20-30 minutes. The procedures to play this game were every student should meet their classmates and asked them the information of the event in their hometown. After the students finished asking or interviewing the other students as many as they could within the time given, the teacher checked students' report text table. The students who got more information than the others became the winner. After that, the students should report text it in front of the class.

In this stage, the students showed their active involvement in following the activities given by the teacher. They also showed the improvement in some aspects which were taught by the teacher.

In the end of learning, the teacher ended the lesson by summarizing the lesson, reflecting on the learning activities and gave feedback to the students during the teaching and learning process also giving information related to the next meeting.

### (3) The Third meeting of Cycle II

The third meeting of Cycle II was conducted on Saturday, February 9<sup>th</sup>, 2013. The allocated time was 90 minutes. The third meeting was the sequel of the first and the second meeting. In this meeting, the teacher conducted the *JCOT and ICOT*. The teacher started the class by greeting the students and then checking students' attendance lists and conditions. After that, the teacher discussed the previous meeting. The purpose was to remind the students about the previous material that they learnt in the previous meeting.

In *joint construction of text*, the students played *guessing game*. This game aimed to improve students' speaking skills in report texting, giving information, guessing, and doing the yes or no question(s). This game was also aimed to improve students' interaction in the teaching and learning process. This game was played in two categories (*social-phenomena and made-up things*) which were done in teams for 20-30 minutes. There were some procedures to play this game. The first, class would be divided into 2 or 3 groups. Then, each group took one category to be played: *Made-up things or Social phenomena*. The second, each

group should choose one student to be a report text. Her or his job was to report text the words written in the cards. After that, the remaining students of each group were trying to guess the words. Each card should be guessed at least in one minute. The last, the group who could guess all the words correctly became the winner.

In the end of learning, the teacher ended the lesson by summarizing the lesson, reflecting on the learning activities and giving feedback to the students during the teaching and learning process.

#### (4) The Fourth Meeting of Cycle II

The fourth meeting of Cycle II was conducted on Wednesday, February 13<sup>th</sup>, 2013. The allocated time was 90 minutes. The fourth meeting was the sequel of the previous meeting. In this meeting, the teacher conducted the *ICOT stage*. The teacher started the class by greeting and then checking students' attendance lists and conditions. Then, the teacher discussed the materials and activities that the students had learnt in the previous meeting. The purpose was to remind the students about the previous material.

In *individual construction of text*, the teacher asked the students individually to perform report text in front of the class by choosing one topic (*social phenomena or made-up things*). Each student was given 2 minutes for the performance.

In the end of learning, the teacher ended the lesson by summarizing the lesson, reflecting on the learning activities and giving feedback to the students during the teaching and learning process.

### c) Reflection II

The reflection was based on the observations during the teaching and learning processes in Cycle II. The researcher used the same research success indicators in this cycle, including: involvement, fluency, grammatical accuracy, pronunciation accuracy, vocabulary and task. This following table presents the number of students who achieved the indicators during the teaching and learning process.

**Table 9. The Number of Students Performing each Indicator during the Teaching and Learning Process in Cycle II.**

Indicators	Number of Students in Cycle II								Average
	First meeting		Second Meeting		Third Meeting		Fourth Meeting		
	Stu den ts	%	Stu den ts	%	Stu den ts	%	Stud ents	%	
Involvement	25	83,33 %	28	93,33 %	27	90%	30	100 %	91,66%
Fluency	9	30%	14	46,66 %	16	53,33 %	22	73,33 %	50,83%
Grammatical Accuracy	8	26,66 %	15	50%	15	50%	21	70%	49,16%
Pronunciation Accuracy	17	56,66 %	20	66,66 %	24	80%	27	90%	73,33%
Vocabulary	24	80%	25	66,66 %	26	86,66 %	30	100 %	83,33%
Task	17	56,66 %	20	66,66 %	25	83,33 %	27	90%	74,16%

(Appendix G, the Result of Observation)

The findings are elaborated as follows. During the class discussions and activities by playing vocabulary building *second version* in the first meeting, there were 25 students or 83.33% students from 30 students attending in the class who got involved actively in the teaching and learning process. In the second meeting there were 28 students or 93.33% from 29 students attending in the class who got involved actively in the teaching learning process.

In the third meeting, there were 27 students or 90% from 30 students attending in the class who got involved actively in the teaching learning process. In the fourth meeting, the number of students who got involved in the teaching and learning process completely improved. There were 30 students or 100% from 30 students attending in the class who got involved actively in the teaching learning process. The improvements can be seen from the following interview transcripts.

- P : Menurut bapak bagaimana dengan pembelajaran hari ini? (What do you think of today learning?)
- G : Makin bagus ya mbak dari sebelum-sebelumnya. Aktivitas gamenya juga sudah bisa berjalan dengan baik, materinya juga sudah disampaikan baik. (Much better than before, the game also worked well. The material also was delivered well)
- P : Kalau untuk keaktifan anak-anak sendiri selama kegiatan didalam kelas menurut bapak bagaimana? (What do you think of students' involvement? during the lesson in the classroom?)
- G : Sudah bagus, apalagi saya lihat juga semua anak kelihatan enjoy dengan gamenya. Semua juga kelihatan aktif tadi, terutama anak laki-lakinya juga tadi lebih aktif dikelas. (It was good. All the students also enjoyed the games; they looked active, especially for the boys, they looked more active in the class)

**(Appendix E, Interview 16)**

- P : Ini saya mau nanya tentang pendapat ade-ade mengenai kegiatan dikelas bahasa Inggris selama ini, satu-satu ya jawabnya. (I want to ask your opinions about the activities during the English class, answer one by one.)



S2 : *Ngebantu jadi lancar bahasa Inggris, terus... e... apa yah jadi kalo ada yang lain bisa bahasa Inggris jadi iri jadi pengen bisa bahasa Inggris, terus asik, kadang kalo ngegame tuh negangin jadi berusaha buat berpikir cepet.* (It helped my fluency, if we find that there is someone else who can speak English, we have a desire to do the same as him. Then, it was interesting, sometimes if we played the games, it was challenging and helped us to think quickly)

**(Appendix E, Interview 19)**

In the first meeting of Cycle II, there were 9 students or 30% students from 30 students attending in the class who spoke fluently. It improved in the second meeting, in which 14 students or 46.66% students from 29 students attending in the class who spoke fluently. The improvements about 16 students or 53.33% from 27 students attending in the class can be seen in the third meeting of Cycle II. In the last or fourth meeting, there were 22 students or 73.33% from 30 students attending in the class who spoke fluently. The improvements can be seen from the following interview transcripts.

P : *Kemajuan dalam skill speaking apa yang ade ini dapet setelah belajar speaking pake interactive game?* (What improvements did you get after learning speaking through interactive games?)

S : *Ya yang jelas kaya tadi lebih lancar lebih banyak vocab yang dipelajari* (It helped me to be more fluent and there were more vocabulary to be learnt.)

**(Appendix E, Interview 20)**

P : *Menurut kamu, apakah kegiatan interactive game ini ngebantu ade-ade buat belajar speaking?* (Did you think that interactive games help you to learn speaking?)

S : *Sangat membantu. Kalo misalnya cuma kasi materi kaya bisaanya kan bisaanya murid itu cuma bisa mendengarkan lebih banyak guru yang ngomong. Nah dengan game kaya gini kan malah banyak muridnya yang ngomong. Mbak kan juga ngajarin gimana pronouncenya yang bener.* (It was really helpful for example if we just learned the material, we usually only listened to the teacher, the teacher spoke more than us. However by the implementation of the interactive games, we could be more active in speaking and you also taught us how to pronounce the words correctly.)

**(Appendix E, Interview 22)**

In the first meeting, there were only 8 students or 26, 66% students who spoke with correct grammatical accuracy and 17 students or 56.66% students who spoke with correct pronunciation accuracy. In the second meeting, there were 15 students or 50% students who spoke with correct grammatical accuracy and 20 students or 26.66% who spoke with correct pronunciation accuracy. In the third meeting, there were 15 students or 50% who spoke with correct grammatical accuracy and 24 students or 80% who spoke with correct pronunciation accuracy. In the fourth meeting, there were 21 students or 70% who spoke with correct grammatical accuracy and 27 students or 90% who spoke with correct pronunciation accuracy.

Most of the students also had improvement in vocabulary mastery. There were 24 students or 80% who were able to understand the meanings of the words presented in the vocabulary exercise in the first meeting. In the second meeting, there were 25 students or 83, 33% students who had improvement in their vocabulary mastery and there were only 26 students or 86.66% who had improvement in their vocabulary in the third meeting. The improvements also can be seen in the last meeting or fourth meeting. There were completely improvements for 30 students or 100% students. The improvements can be seen from the following interview transcripts.

- P : *Ada improvement nggak sih sama speakingnya pake bantuan interactive game ini?* (Is there any improvement in your speaking through interactive games?)
- S : *Kalo saya dilihat dari kemaren-kemaren ya mbak itu sangat membantu buat vocabularynya kan mbak juga bisa menyebutkan kata-kata yang kita gak tahu terus dikasih tau terus ditulis juga kan mbak juga ngasih tau cara pronounce yang benarnya. Buat speakingnya juga belajar speakingnya juga tambah bagus. Juga mengajak kita untuk ga takut*

*speaking*. (For me, by looking at the previous meetings, it was helpful in developing our vocabulary, you told us the words that we did not know the meanings before and told us how to pronounce it. It also made our speaking better than before)

**(Appendix E, Interview 17)**

P : *Kemajuan speaking apa yang dirasain dengan belajar pake interactive?*  
(What kind of progress did you feel in your speaking through interactive games?)

S : *Banyak ya dari mulai cara pengucapan, vocabularynya sama ngomong ke temen apa ke mbak pake bahasa Inggris terus kita juga diajari kalo bahasa inggris itu asik ga susah* (There were so many such as pronunciation and vocabulary. We also can speak English to friends. You also taught us that English is not difficult and interesting)

**(Appendix E, interview 21)**

In task responsibility, there were 17 students or 56.66% students who were responsible to do their tasks with their partners in the first meeting. In the second meeting, there were 20 students or 66.66% students who were responsible to do their tasks. In the third meeting, there were 25 students or 83.33% students who were responsible to do their tasks. In the last meeting, there were 27 students or 90% students who were responsible to do their tasks. It could be seen from this following interview transcript.

P : *Mau nanya-nanya nih pendapat ade tentang kegiatan-kegiatan bahasa inggris dikelas selama ini?* (I want to ask your opinion about the activities in learning English all this time?)

S : *Tentunya menyenangkan banget ya karena semua hal bisa kita lakukan, semua hal-hal menarik itu bisa kita lakukan tanpa mengesampingkan materinya. Belajar report text juga jadi lebih enak dan nggak ngebosenin.* (Of course, it was really interesting because we could do anything. We could do all the interesting activities without ignoring the material. Learning report text was easier and not boring)

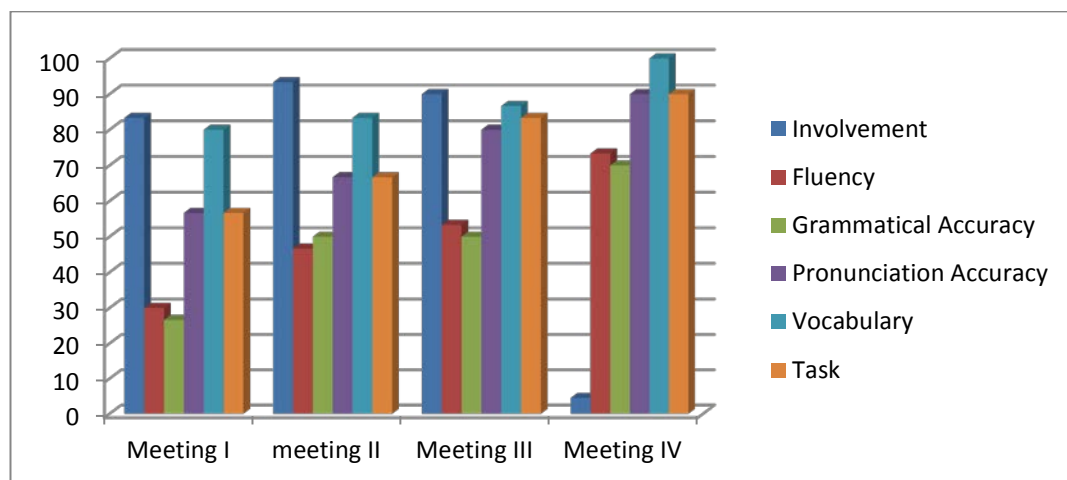
**(Appendix E, Interview 25)**

#### d) Finding of Cycle II

According to the reflections in the second cycle, it could be concluded that interactive games as teaching techniques were successful to improve students speaking skills. It could be seen from the improvements of the six research success indicators, including: involvement, fluency, grammatical accuracy, pronunciation accuracy, vocabulary and task.

The researcher and the English teacher as the collaborator found out that students were enthusiastic and interested in doing the activities in cycle II. They showed good involvement and a good improvement in their speaking. The result of cycle II can be seen from the following chart.

**Figure 5. The Number of Students for every indicator in Cycle II.**



### 3. General Findings

The difference results between cycle I and cycle II can be seen from the following chart.

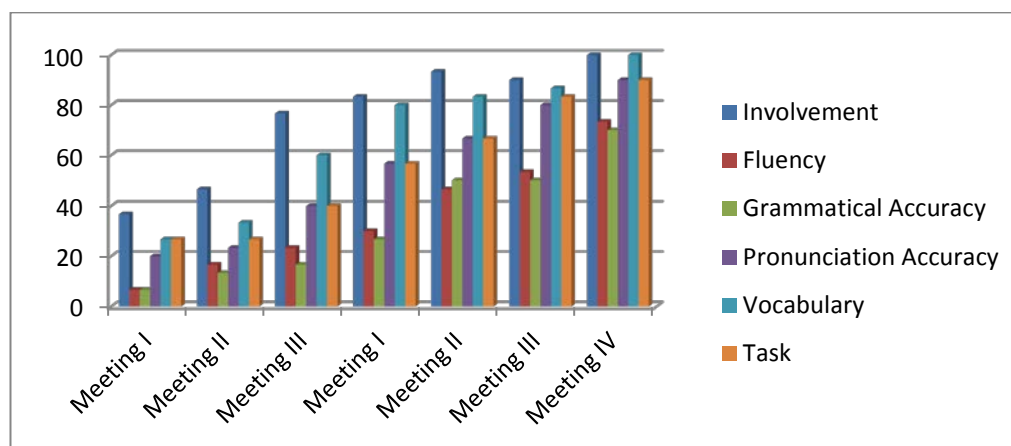


Figure 6. The Result of Cycle I and Cycle II.

It can be seen from the chart above that the average number of students for each indicator in Cycle II improved. The following table shows the general findings of cycle I and cycle II.

**Table 10. The Results of the Research.**

No	Field Problems	After Cycle I	After Cycle II
1.	Some students were passive during the teaching and learning process.	Some students were still passive during the teaching and tended to keep silent when the teacher asked some questions to them.	All students actively involved and answered teacher's questions also volunteered themselves to do the tasks. They also enjoyed and looked enthusiastic in playing the interactive games.
2.	Students lack accuracy in grammar and pronunciation.	Some students still had problems in pronouncing some particular words and in using correct grammar.	Most of the students were able to pronounce words and used grammar in report texting correctly.

(Continued)

*(Continued)*

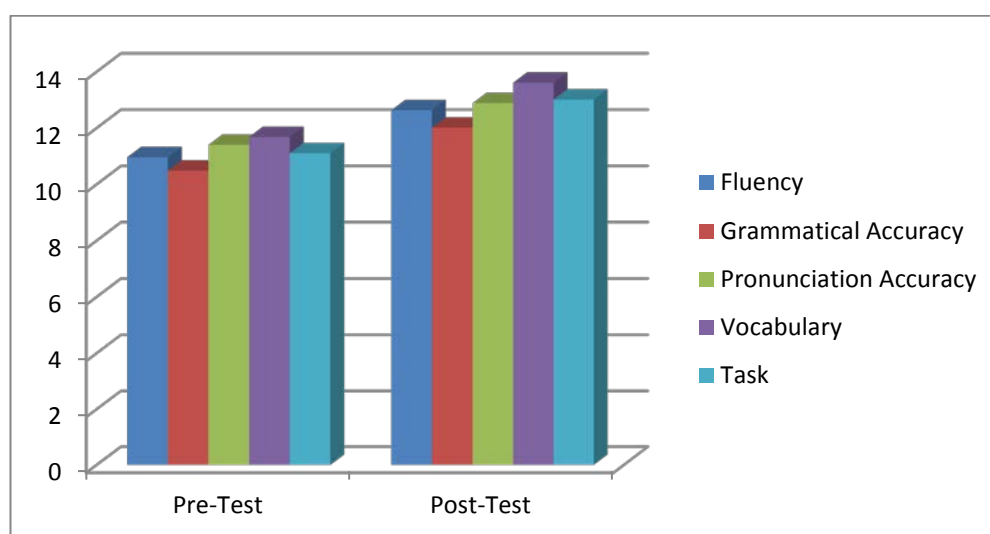
No	Field Problems	After Cycle I	After Cycle II
3.	Students lacked vocabulary	Some students still had difficulties in understanding the meanings of certain words.	Most of the students could easily understand the meanings of certain words and they were especially interested in doing the interactive games related to the vocabulary building.
4.	Students lacked confidence to speak in English and they were afraid to make mistakes in speaking English	Some students were rarely speaking English because they were afraid of making mistakes. It was shown when there were some students who kept silent during the activities.	Most of the students spoke actively during the activities, they were not afraid to make mistakes.
5.	Students were unmotivated and uninterested in the activities.	Some students were motivated and interested in learning the materials through interactive games.	Most of the students were motivated and interested in learning the materials. It could be seen while they enjoyed and looked enthusiastic during the activities.
6.	The materials and learning activities were monotonous and not interesting, so that the students got bored easily.	Some students were enthusiastic and interested in learning the materials and the activities which were presented by the teacher.	All students were enthusiastic and interested in learning the materials and the activities given by the teacher.
7.	The interaction during teaching and learning process was not enough.	Some students still had difficulties to interact with others during playing interactive games given by the teacher.	All students enjoyed and interested in the activities by showing better interaction (among the students and between the teacher and the students). They could actively involve in doing the activities.

Besides that, the successful actions were also measured by using the differences between the pre-test and the post-test results. In pre-test and post-test, some indicators such as fluency, grammatical accuracy, pronunciation accuracy, vocabulary and task were used to assess students speaking skills. The different average results between the pre-test and the post-test based on each indicator can be seen in the following table.

**Table 11. The Average Results of each Indicator in the Pre-test and Post-test.**

<b>Indicators</b>	<b>Pre-Test</b>	<b>Post-test</b>
Fluency	10, 96	12, 63
Grammatical accuracy	10, 48	12, 01
Pronunciation Accuracy	11, 4	12, 88
Vocabulary	11, 68	13, 61
Task	11, 1	13, 01

From the table, it can be seen that each indicator used in measuring students' speaking skills was improved. The improvements of students' speaking skills can be seen in the following chart.



**Figure 7. The Average Results of each Indicator in Pre-test and Post-test.**

Based on the results of the research above, the researcher and the English teacher agreed that the materials and the activities were successfully implemented to improve students' speaking skills. It means that the objective of the research was achieved and the researcher and the English teacher decided to end the cycle.

### **C. Discussion**

From the observation and interview at reconnaissance stage, it implied that there were lot of problems occurred in the teaching and learning process related to the students' speaking. Besides, the students had difficulties in pronouncing words appropriately and using correct grammar. They also had problems in improving vocabulary mastery.

To overcome the problems related to students' speaking skills, some actions were implemented. The main action was applying the interactive games. Interactive games were selected because games provide a lot of chance to practice speaking. The interactive games were also flexible as the activities in the classroom.

In this research, the researcher covered the goals by using *Genre-based approach* (BKOF, MOT, JCOT, and ICOT) techniques. The choice of the technique was based on the discussion between the researcher and the English teacher. It consisted of four main steps. Those are *building knowledge of the field*, *modeling of text*, *joint construction of text* and *independent construction of text*.

The first step was BKOF (*Building knowledge of field*). In this step, the teacher asked some questions related to the material and the topics in order to



activate students' background knowledge of the material. Therefore, in this stage the students learned about report text related to the certain topics from the pictures.

The second stage was MOT (*Modeling of Text*). It was an important stage because the teacher asked further information about the material. Then, the teacher and the students discussed and explored the topics together by giving example of report text and explaining the parts of report text. In this stage, the teacher helped the students to develop the speaking skills.

The next stage was JCOT (*Join Construction of Text*). In this stage, the teacher and the students worked together to play interactive games as the activities in the classroom. The teacher also asked the students to make group or pair so they could work together with their friends to accomplish the tasks. There were some variations of the interactive games to be played in this stage. All the interactive games were used to practice and to improve students' speaking skills.

In the last stage, there was ICOT (*Independent Construction of Text*). In this stage, the students worked individually. They did the activities or the tasks individually and they performed their speaking in front of the class.

In addition, to improve students' speaking skills, the researcher presented some materials with which the students were able to explore their speaking. In this case, the interactive games were used as the activities during the teaching and learning process.

Interactive games were used for some reasons. Firstly, through interactive games, the students could learn by playing. Secondly, it was believed that

interactive games also help the students to improve their speaking skills. By doing fun activities in the interactive games, the students would feel comfortable in giving their ideas or thoughts and practicing their speaking skills. Thirdly, the students would also feel easy in accepting the materials without feeling bored. It helped the students to get more confidence in their speaking skills.

The findings showed that interactive games (*vocabulary building game, the same or different game, performing dialogue, retelling report text, vocabulary building game second version, definition game, interview game, performing report text, and guessing game*) as teaching techniques could improve students' speaking skills which could be seen from the improvements of six indicators. Those were involvement, fluency, grammatical accuracy, pronunciation, vocabulary, and task. Interactive games as teaching technique could also be used to create an enjoyable and enthusiastic classroom atmosphere in which all students spoke freely and the teaching and learning process ran well.

The two cycles in this research were done. The research was begun on November, 24<sup>th</sup>, 2012 and ended on February, 16<sup>th</sup>, 2013. In both cycles, the teacher implemented interactive games as activities in the teaching and learning process. There were some successful and unsuccessful actions in the first cycle. Some students still found some difficulties; they were students' involvement, students' fluency, and students' accuracy. Moreover, in the second cycle all of the actions were successful to improve students' speaking skills. It can be seen from students' behavior, opinion and feelings related to the actions.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

This chapter consists of three points. They are conclusions, implications, and suggestions. These points are presented as follows.

#### **A. Conclusions**

After all the actions in the research were conducted, there were some points emphasized for the findings. The findings of the research in the form of qualitative data were presented below.

1. The implementation of showing some pictures and asking some questions related to the pictures given was successful. It could help to build students' background knowledge of the material.
2. Giving examples of the learning topics and explaining the material orally had been successful. This action had given better result in improving students' understanding of the material. The students could easily understand the generic structure and the language features of a report.
3. The implementation of interactive games provided by the researcher successfully improved students' speaking skills. The improvement could be seen from the scores of five indicators, namely fluency, grammatical accuracy, pronunciation accuracy, vocabulary and task responsibility. The implementation of interactive games also helped the students to practice their speaking skills and to gain more confidence in speaking.
4. The implementation of various activities such as conversations, then collecting the information from the conversation, and performing report in

front of the class was successful. It made the students pay more attention to the activities because they did not feel bored with the various activities given by the teacher during the teaching and learning process. They not only played interactive games but also did other activities beside the interactive games. It also gave more chance to the students to practice their speaking skills. In the end, it could improve their speaking skills.

5. The implementation of group work/pair work was successful. Group work/pair work had created a good situation for the students during the teaching and learning process since they got the opportunity to interact both with the other students and with the teacher. The interaction was beneficial for the students, because by doing interaction the students could share and discuss the activities together. As a result, the students felt more comfortable in learning because the group work/pair work could minimize their anxiety with the difficulties they found during the teaching and learning process.

In terms of quantitative data, the average results in each indicator of students' post-test score in speaking skills showed improvement from the pre test score. The pre-test score in each indicator: the fluency was 10.96, the grammatical accuracy was 10.48, the pronunciation accuracy was 11.4, the vocabulary was 11.68, and the task was 11.1, while the post-test score in each indicator: the fluency was 12.63, the grammatical accuracy was 12.01, the pronunciation accuracy was 12.88, the vocabulary was 13.61, and the task was 13.01. It means that there was an improvement of the students' speaking skills.

## **B. Implications**

By looking at the result of the research, the implementation of interactive games is believed to improve students' speaking skills at grade XI of MAN Majenang. The interactive games also could improve students' fluency, students' accuracy in pronunciation and in grammar, students' vocabulary and task responsibility which means that the students' speaking skills also improve. Therefore, it is highly suggested for the English teacher to use interactive games as the teaching techniques in the speaking classroom.

## **C. Suggestions**

In reference to the conclusions and the implications of the study, some suggestions are made for English teachers.

### **1. To the English Teacher**

It is important for the English teacher to improve students' speaking skills by applying various and interesting techniques. The interesting techniques are useful to make the students enjoy and actively participate in the teaching and learning process. It also helps to create an interactive atmosphere in the classroom. One of the interesting techniques that could be implemented by the English teacher is by applying interactive games.

In implementing interactive games, the English teacher has to make sure that all students participate in the activities. Besides the English teacher has to provide various games to the students so that it will not make the students bored.

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# **APPENDIX A**

## **THE COURSE GRID**

## The Course Grid of the Implementation of

### Interactive Language Games

(Cycle 1)

Theme	Game(s)	Standard competence	Basic competence	Indicators	Language focus	Media	Learning activities	Time	Descriptive of interactive language game(s).
reporting animals and places	1. The same or Different? 2. Vocabulary building	<b>4.</b> Expressing meaning in short functional text and monologue in the form of report, narrative and analytical	<b>4.2</b> Expressing meaning in text using a range monologue spoken language accurately, fluently and acceptable in the	1. Understand generic structure of report text 2. Identify language features of report text 3. Work	<b>Language functions:</b> - Report text - Present tense - Adjectives	pictures cards	<b>Opening:</b> a. The teacher greets the students b. Then, teacher asks students' conditions. c. The teacher checks students' attendance lists  <b>Main activities:</b> <i>(BKOF, MOT, JCOT, ICOT)</i> a. Teacher shows some	6x 40 (meeting 1-3)	<b>1. The same or Different</b> <b>Aims:</b> <i>a. Skill--speaking</i> <b>Organization:</b> Class, pair <b>Preparation :</b> One copy each of handout A for half the students, and one copy each of handout B for the other half <b>Time:</b> 15-20 minutes <b>Procedure:</b> <b>Step 1:</b> the class is divided into 2

		exposition in the context of everyday life	context of everyday life in text form: report, narrative and analytical exposition	cooperat ively in doing exercises in group or pairs. 4. Retell a report text			<p>pictures of animals and asks the students about the pictures</p> <p>b. The teacher explains the materials (reporting animals)</p> <p>c. The teacher gives speaking tasks to the students</p> <p>d. The teacher asks students to play interactive game</p> <p><b>Closing:</b></p> <p>a. The teacher asks students understanding of the materials.</p> <p>b. The teacher and</p>	<p>groups of equal size and the chair arrange into two circles, the inner circle facing outwards, the outer circle facing inwards, so that two students from opposite group sit facing each other. All the students sitting in the inner circle receive handout A. All the students in the outer circle receive handout B. They must not show each other their handouts.</p> <p><b>Step 2:</b> each handout contains 10 small drawings; some are the same in A and B, and some are different. By reporting the drawing to each other and asking question the two students in each pair to decide whether</p>
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							<p>students summarize the materials.</p> <p>c. The teacher closes the learning process.</p>		<p>the drawing is the same or different, and mark it S or D. The student who has across next to the number of the drawing begins by reporting it to his partner. After discussing three drawings all the students in the outer circle move to the chair on their left and continue with a new partner.</p> <p><b>Step 3:</b> when all the drawing have been discussed, the teacher tells the class the answers.</p> <p><b>Variations:</b> The materials can be varied in many ways. Instead of pictures, other things could be used, e.g. synonymous and non-synonymous sentences, symbolic drawings, words and drawings.</p>
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									<p><b>2. Vocabulary building</b></p> <p><b>Aims</b>—Building vocabulary</p> <p><b>Skill</b>—Speaking</p> <p><b>Organization</b>—class or teams</p> <p><b>Preparation</b>—5 envelopes, 5 cards, board marker</p> <p><b>Time</b>—10-20 minutes</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>The teacher divides the students into 4 groups in each row</li> <li>The teacher shows 5 envelopes which contain different category in it. The categories are related to the material</li> <li>The teacher asks the student in each group to take one envelope and share with the</li> </ol>
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									<p>group</p> <p>d. The teacher asks the students in each group to do the vocabulary web by mentioning the words which related to the word written, each student mentions one word.</p> <p>e. Next, the teacher asks one student on each group to make a sentence related to the word written in each category. Then, the student points the other students to do the same thing as he/she does.</p>
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Describing things	What is it?	4. Expressing meaning of spoken text and simple short monologue in the form of descriptive and recount to interact with surroundings.	4.2 Expressing meaning in simple short monologue using a variety of spoken language accurately, fluently, and acceptably to interact with surroundings in the	1. Students can express how to describe things orally. 2. Students identify language features of descriptive. 3. Students can work cooperatively in pairs or	<b>Language functions:</b> - Descriptive - Present tense - Adjectives	pictures	<b>Opening:</b> a. The teacher greets the students b. Then, teacher asks students' conditions. c. The teacher checks students' attendance lists  <b>Main activities:</b> <i>(BKOF, MOT, JCOT, ICOT)</i> a. Teacher asks the previous materials. b. The teacher reminds students about the previous materials. c. The teacher gives tasks to the students related to the	2x40 (meeting 3)	<b>Aims:</b> describing things <b>Skill:</b> speaking <b>Organization:</b> groups work <b>Procedures:</b> 1. The teacher asks students to make a group of five. 2. Then the teacher gives an envelope to each group which every envelope. 3. The envelopes contain 5 different pictures of things. 4. Each student takes one pictures. Then every students of each group describe the picture in front of the class and the other group answers the question. 5. The group who gets correct answer takes the picture.
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			form of descriptive text and recount text.	group.			describing of things. d. The teacher asks students to play interactive game (what is it game)  <b>Closing:</b> a. The teacher asks students understanding of the materials. b. The teacher and students summarize the materials. c. The teacher closes the learning process.		6. The group which has most pictures is the winner.
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## The Course Grid of the Implementation of

### Interactive Language Games

(Cycle 2)

Theme	Game(s)	Standard competence	Basic competence	Indicators	Language focus	Media	Learning activities	Time	Descriptive of interactive language game(s).
reporting social phenomena and made-up things	1. Vocabulary building 2. Interview game 3. Guessing game	<b>4.</b> Expressing meaning in short functional text and monologue in the form of report, narrative and analytical exposition	<b>4.2</b> Expressing meaning in text using a range monologue spoken language accurately, fluently and acceptable in the context of	1. Understand generic structure of report text 2. Identify language features of report text 3. Work cooperat	<b>Language functions:</b> - Report text - Present tense - Adjectives	pictures cards	<b>Opening:</b> a. The teacher greets the students b. Then, teacher asks students' conditions. c. The teacher checks students' attendance lists  <b>Main activities:</b> <b>(BKOF, MOT, JCOT, ICOT)</b> a. Teacher shows some pictures of animals	6x 40 (meeting 4-6)	<b>1. Vocabulary Building-1</b> <b>Aims</b> —Building vocabulary <b>Skill</b> —Speaking <b>Organization</b> —class or teams <b>Preparation</b> —dictionary <b>Time</b> —10-20 minutes <b>Procedure:</b> 1) The teacher says one word to the students then point one students to say a new word. 2) The new word is taken from the last letter of the

		in the context of everyday life	everyday life in text form: report, narrative and analytical exposition	ively in doing exercises in group or pairs. 4. Express a short monologues in the form of report text			and asks the students about the pictures b. The teacher explains the materials (reporting animals) c. The teacher gives speaking tasks to the students d. The teacher asks students to play interactive game <b>Closing:</b> a. The teacher asks students understanding of the materials. b. The teacher and students summarize the materials.		previous word 3) The students have to pronounce the word correctly 4) After that, he/she points the other student to do the same thing 5) If the students cannot find the new word and cannot pronounce the word correctly in 5 seconds, she/he has to come to the front of the class to get punishment from other students who get the word and pronounce the word correctly. 6) In the end, the teacher asks the students to repeat pronouncing all the words. After that, the teacher asks some students directly to
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							c. The teacher closes the learning process.		<p>make a sentence from the words mentioned.</p> <p><b>2. Vocabulary Building-2 (Definition Game)</b></p> <p><b>Aims</b></p> <p><b>skill---</b> Speaking</p> <p><b>Language---</b> definitions, new words</p> <p><b>Other---</b> imagination, vocabulary building</p> <p><b>Organization:</b> class or teams (if there are more than 20)</p> <p><b>Preparation :</b> at least one dictionary (english-english)</p> <p><b>Time</b> 10-20 minutes</p> <p><b>Procedure:</b></p> <p><b>Step 1:</b> one student is asked to leave the room. The remaining students choose a word, whose meaning they do not know, from</p>
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									<p>the dictionary. The word is written on the blackboard. Each of the students now thinks of a definition of the word, only one student memorizing the dictionary definition.</p> <p><b>Step 2:</b> the student is called back in. having been shown the word he asks individual students for their definitions. He can also ask additional question about the (fictitious) meaning of the word. When he/she has listened to all (or some) of the definitions he says which one he thinks is the correct one.</p> <p><b>Variations:</b> several unknown words are chosen and their correct definitions presented in random order. Words and</p>
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									<p>definitions have to be matched.</p> <p><b>Remarks</b> students can be made aware of derivations of certain words from other languages they know or from other words they have learnt.</p> <p><b>3. Interview Game</b></p> <p><b>Aims</b></p> <p><i>Skill</i>—Speaking</p> <p><i>Language</i>—reporting, giving information</p> <p><i>Other</i>—interaction</p> <p><b>Organization</b> class or teams</p> <p><b>Preparation</b> table, questions</p> <p><b>Time</b> 20-30minutes</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Meet your classmates and ask them about the event in their hometown. Ask them the information of the event.</li> </ol>
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									<p>2. Then, The teacher checks students' reports' table.</p> <p>3. The students who get more information than the others become a winner.</p> <p>4. Report it in front of the class.</p> <p><b>Questions you may ask:</b></p> <p>1. Is there any thanksgiving festival in your region? If so, what is it called? If no, what thanksgiving festival do you know?</p> <p>2. What is it celebrated for?</p> <p>3. When is it celebrated?</p> <p>4. What do people do in the festival?</p>
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									<p>5. Have you ever participated in the festival?</p> <p><b>4. Guessing game</b></p> <p><b>Aims</b></p> <p><i>Skill</i>—Speaking</p> <p><i>Language</i>—reporting, giving information, guessing, yes/no question(s)</p> <p><i>Other</i>—interaction</p> <p><b>Organization</b> class or teams</p> <p><b>Preparation</b> cards</p> <p><b>Time</b> 20-30minutes</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Class is divided into 2 or 3 groups.</li> <li>2. Each group chooses one category to be played: <ol style="list-style-type: none"> <li>a. Made-up things</li> <li>b. Social phenomena</li> </ol> </li> <li>3. Then, each group points one</li> </ol>
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									<p>student to be the reporter. Her/his job is to report the words written in the cards shown by the teacher.</p> <p>4. The other students of each group who do not know the words written before are trying to guess the words written in the cards by listening to the information given by the reporter.</p> <p>5. Each card should be guessed at least in one minute.</p> <p>6. The other students of each group are given chance to ask some questions to the reporter</p> <p>7. The group who guesses all the word correctly or</p>
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									guesses more words is the winner.
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# **APPENDIX B**

# **LESSON PLANS**

## **LESSON PLAN**

School	:	MAN MAJENANG
Subject	:	English
Grade/ Semester	:	XI / 1
Text Type	:	Report Text
Skill	:	Speaking
Time Allocation	:	6 x 45 minutes (3 meetings)

### **A. STANDARD OF COMPETENCE**

4. Expressing meaning in short functional text and monologue in the form of report, narrative and analytical exposition in the context of everyday life

### **B. BASIC COMPETENCIES**

4.2 Expressing meaning in text using a range monologue spoken language accurately, fluently and acceptable in the context of everyday life in text form: report, narrative and analytical exposition.

### **C. OBJECTIVES OF STUDY**

In the end of learning, the students are able to:

1. Understand generic structure of report text
2. Identify language features of report text
3. Work cooperatively in doing exercises in group or pairs.
4. Retell a report text

### **D. LEARNING MATERIAL**

#### **Report Text**

- a. Theme** : animals

**b. Definition**

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis

**c. *Purpose*:** to presents information about something, as it is.

**d. Generic Structure:**

- *General classification*— It states classification of general aspects of things, such as animals, public places, plants, vegetables etc that will be discussed in general. It can also describe natural phenomena, environment, made up-things, social phenomena, etc.
- *Description*-- It describes the thing that will be discussed in detail. It describes the phenomenon in terms of parts, qualities, habits or behaviors

**e. Grammatical feature:**

- Use of particular nouns to refer or to describe the particular people, animals and things.
- Use of adjectives to describe the people, animals or things.
- Use of ***present tense*** (S + V1 (s/es) + O) action verbs to indicate the actions.

**E. TEACHING METHOD**

Four Stages

**F. LEARNING ACTIVITIES****MEETING I**

1. Opening (10 minutes)
  - a. Greeting
  - b. Praying
  - c. Checking the attendance list

- d. State the objectives of the study
- 2. Main Activities (100 minutes)
  - a. Building Knowledge of the Field**
    - 1) Answer teacher's questions related to the notion of report.
    - 2) Based on the pictures, the students tell what they know from the pictures given by the teacher.
    - 3) Together with the teacher discuss about the pictures shown
  - b. Modeling of Text**
    - 1) The teacher gives the picture and example of report text to the students.
    - 2) Together, discuss the generic structure and the language features based on the text given.
    - 3) Do an oral exercise related to the students' understanding of the report text given.
- 3. Closing (10 minutes)
  - a. Summarize the learning materials.
  - b. Reflect on the learning activities.
  - c. Pay attention to feedback given by the teacher.
  - d. Are given homework and information related to the next meeting topic.

## **MEETING II**

- 1. Opening (10 minutes)
  - a. Greeting
  - b. Praying
  - c. Checking the attendance list
  - d. State the objectives of the study
- 2. Main Activities (100 minutes)
  - a. BKOF**
    - 1) Discuss the previous material

- 2) Decide learning activities

**b. Joint Construction of the Text**

- 1) Do the vocabulary building (interactive game 1) related to the topic (based on what the students have known).
- 2) Do the exercise in pairs
- 3) Discuss the exercise together

**3. Closing (10 minutes)**

- a. Summarize the learning material.
- b. Reflect on the learning activities.
- c. Pay attention to feedback given by the teacher.
- d. Are given homework and information related to the next meeting topic.

**MEETING III**

**1. Opening (10 minutes)**

- a. Greeting
- b. Praying
- c. Checking the attendance list
- d. State the objectives of the study

**2. Main Activities (100 minutes)**

**a. BKOF**

- 1) State the previous activities/ material
- 2) Decide learning activities

**b. Joint Construction of the Text**

- 1) Play an interactive game 2 related to the materials given in group.

**c. Independent Construction of the Text**

- 1) Individually, retell the report text about animal in front of the class.

**3. Closing (10 minutes)**

- a. Summarize the learning material.





Excellent: (16-20)  
Poor: (0-5)

Fair: (6-10)

Good: (11-15)

Majenang, 16 Januari 2013

Teacher,

Student,

Agus Bambang

Nur Apriyani R

NIM.08202241036

**Pictures:**

**Report Text:****Dolphins**

Dolphins are sea mammals. They are members of Delphinidae family. They have to breathe air or they will die. Dolphins can hold their breath for six minutes.

Dolphins have smooth skin. Only baby dolphins are born with a few bristly hairs on their snouts. Their hair soon fall out. They have big tail and the fin on the top of their backs keep the dolphin from rolling over. The female dolphins have a thick layer of fat under their skin to keep the warm when they dive very deep. The dolphin's front fins are called flippers. They use them to turn left and right. Dolphins grow from 2 to 3 meters long and weight up to 75 kilograms.

Dolphins hunt together in a group. A group of dolphins is called a pod. They eat fish, shrimps, and small squids. They live in salt water oceans. When dolphins fear or see a ship close by they go near and follow it from distance, dolphins can leap out of the water and do somersaults. Sometimes they invent their own tricks and stunts after watching other dolphins perform.

**Interactive game 1:****Vocabulary Building**

**Aims**—Building vocabulary

**Skill**—Speaking

**Organization**—class or teams

**Preparation**—5 envelopes, 5 cards, board marker

**Time**—10-20 minutes

**Procedure:**

- a. The teacher divides the students into 4 groups in each row
- b. The teacher shows 5 envelopes which contain different category in it. The categories are related to the material
- c. The teacher asks the student in each group to take one envelope and share with the group
- d. The teacher asks the students in each group to do the vocabulary web by mentioning the words which related to the word written, each student mentions one word.
- e. Next, the teacher asks one student on each group to make a sentence related to the word written in each category. Then, the student points the other students to do the same thing as he/she does.

**CARDS:**

**Airport**

**Monkey**

<b>Harbor</b>	<b>DOLPHIN</b>
<b>Railway Station</b>	<b>BUTTERFLY</b>

**JCOT:**

- a. In pairs, summarize the information that you learn from the dialogue below in the following chart. Then, perform the dialogue.

**Dorothy:** Hi, Asma. Are you busy now?

**Asma:** Well, I'm just finishing an assignment. What is it?

**Dorothy:** I have to make a report about animal. Will you help me?

**Asma:** Well, I'm not sure. I have to finish my assignment too.

**Dorothy:** It won't take long, I promise. I'm just going to ask you some information. Please...

**Asma:** Oh, OK.

**Dorothy:** Thank you.

**Asma:** What do you want to know?

**Dorothy:** Well I heard that you love dolphin so much and you have seen the dolphin directly. Please tell me about it.

**Asma:** Alright. Well, you're right that I love dolphin so much. You know, Dolphin is a sea mammal, so he needs to breath air or he will die and he can hold his breath for six minutes.

**Doroty:** tell me more about dolphin. What makes you interest in him?

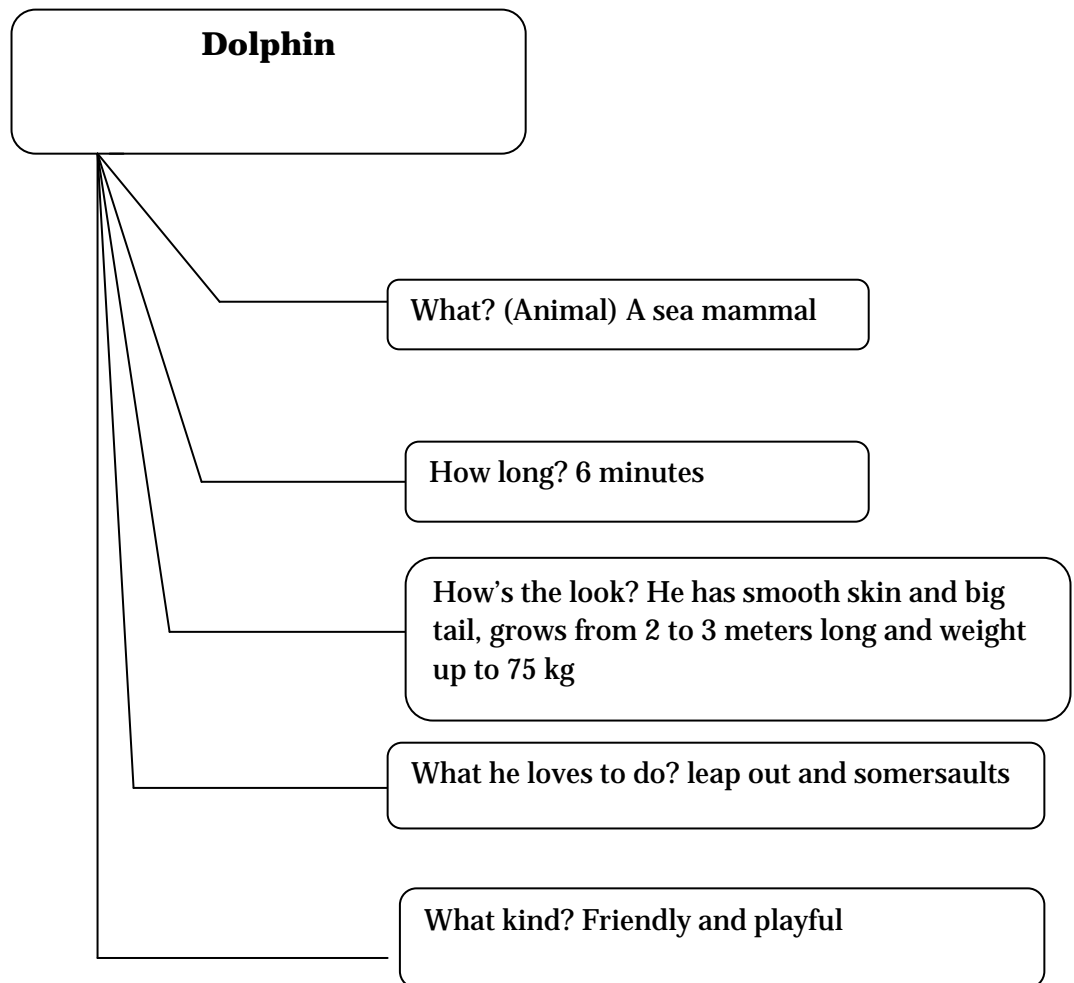
**Asma:** I love dolphin because he has smooth skin and you know he has a big tail and his fin on the top keeps him from rolling over. Dolphin loves to leap out and do the somersaults. He grows from 2 to 3 meters long and weight up to 75 kilograms. And you know, he is very friendly and playful animal.

**Dorothy:** Is that all?

**Asma:** Well, that's all that I know.

**Dorothy:** OK, thanks a lot.

**Asma:** Anytime.

**Chart:**



**b. Interactive game 2:****The Same or Different?**

*Aims*            *Skill* --- speaking, listening comprehension  
                       *Other* --- cooperation

*Organisation* Class, pair

*Preparation* One copy each of handout A for half the students, and one copy each of handout B for the other half

*Time*            15-20 minutes

*Procedure:*

*Step 1:* the class is divided into 2 groups of equal size and the chairs arrange into two circles, the inner circle facing outwards, the outer circle facing inwards, so that two students from opposite group sit facing each other. All the students sitting in the inner circle receive handout A. All the students in the outer circle receive handout B. They must not show each other their handouts.





*Step 2:* each handout contains 10 small drawings; some are the same in A and B, and some are different. By reporting the drawing to each other and asking question the two students in each pair to decide whether the drawing is the same or different, and mark it S or D. The student who has across next to the number of the drawing begins by reporting it to his partner. After discussing three drawings all the students in the outer circle move to the chair on their left and continue with a new partner.






*Step 3:* when all the drawing have been discussed, the teacher tells the class the answers.


*Variations* The materials can be varied in many ways. Instead of pictures, other things could be used, e.g. synonymous and non-synonymous sentences, symbolic drawings, words and drawings.

*Taken from keep talking*




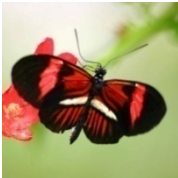
**Handout A**





1.	 <ul style="list-style-type: none"> <li>- Carnivorous</li> <li>- Mammal</li> <li>- 4 legs</li> </ul>	X
2.	X	
3.	 <ul style="list-style-type: none"> <li>- Herbivores, Mammal</li> <li>- Big and Smart animal, Long tail</li> <li>- Food: bamboo, grass</li> <li>- Habitat: forest</li> </ul>	X
4.	X	
5.		



	 <ul style="list-style-type: none"> <li>- Herbivore</li> <li>- Mammal</li> <li>- 4 legs, long tail</li> <li>- Food: grass</li> </ul>	X
6.	X	
7.	 <ul style="list-style-type: none"> <li>- Carnivore</li> <li>- Nocturnal</li> <li>- Habitat: forest, grassland</li> <li>- Skin type: fur</li> </ul>	X
8.	X	
9.	 <ul style="list-style-type: none"> <li>- Reptile, long</li> <li>- Carnivore</li> <li>- dangerouse</li> </ul>	X
10.		

	X	
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### Handout B

1.	X	
2.	 <ul style="list-style-type: none"> <li>- Mammal</li> <li>- Food: fruits (banana)</li> <li>- Tail</li> <li>- Tropical forest, grassland</li> </ul>	X
3.	X	
4.	 <ul style="list-style-type: none"> <li>- Beautiful Insect</li> <li>- 2 wings</li> </ul>	X

	- Food: nectar	
5.	X	
6.	 <ul style="list-style-type: none"> <li>- Carnivore</li> <li>- Nocturnal</li> <li>- Habitat: forest, grassland</li> <li>- Skin type: fur</li> </ul>	X
7.	X	
8.	 <ul style="list-style-type: none"> <li>- Mammal</li> <li>- Smart animal</li> <li>- Love doing somersault</li> <li>- Food: fish</li> </ul>	X

9.		X
10.	X	 <ul style="list-style-type: none"> <li>- Mammal</li> <li>- Long ear</li> <li>- Smooth fur</li> <li>- Food: clover</li> <li>- Habitat: woodland</li> </ul>

**ICOT:**

Retell the following report about camel in your own words. Use the pictures if necessary.

The camel is a large, strong desert animal. Camels can travel great distances across hot, dry deserts with little food or water.

They walk easily on soft sand and carry people and heavy loads to places that have no roads. Camels also serve the people of the desert in many other ways. The camel carries its own built-in food supply on its back in the form of a hump. The hump is a large lump of fat providing energy if food is hard to find.

There are two chief kinds of camels: (1) the Arabian camel also called dromedary, which has one hump, and (2) Bactrian camel, which has two humps.

Taken from *the World Book Encyclopedia: Volume 3*, 2007

## **LESSON PLAN**

School	:	MAN MAJENANG
Subject	:	English
Grade/ Semester	:	XI / 1
Text Type	:	Report Text
Skill	:	Speaking
Time Allocation	:	6 x 45 minutes (3 meetings)

### **A. STANDARD OF COMPETENCE**

4. Expressing meaning in short functional text and monologue in the form of report, narrative and analytical exposition in the context of everyday life

### **B. BASIC COMPETENCIES**

4.2 Expressing meaning in text using a range monologue spoken language accurately, fluently and acceptable in the context of everyday life in text form: report, narrative and analytical exposition.

### **C. OBJECTIVES OF STUDY**

In the end of learning, the students are able to:

1. Understand generic structure of report text
2. Identify language features of report text
3. Work cooperatively in doing exercises in group or pairs.
4. Express a short monologues in the form of report text

### **D. LEARNING MATERIAL**

#### **Report Text**

**a. Theme** : social phenomena & made-up things

**b. Definition**

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis

**c. *Purpose*:** to presents information about something, as it is.

**d. Generic Structure:**

- *General classification*— It states classification of general aspects of things, such as animals, public places, plants, vegetables etc that will be discussed in general. It can also describe natural phenomena, environment, made up-things, social phenomena, etc.
- *Description*-- It describes the thing that will be discussed in detail. It describes the phenomenon in terms of parts, qualities, habits or behaviors

**e. Grammatical feature:**

- Use of particular nouns to refer or to describe the particular people, animals and things.
- Use of adjectives to describe the people, animals or things.
- Use of ***present tense*** (S + V1 (s/es) + O) action verbs to indicate the actions.

**E. TEACHING METHOD**

Four Stages

**F. LEARNING ACTIVITIES****MEETING I**

1. Opening (10 minutes)
  - a. Greeting
  - b. Praying



- c. Checking the attendance list
- d. State the objectives of the study

2. Main Activities (100 minutes)

**a. Building Knowledge of the Field**

- 1) Answer teacher's questions related to the notion of report text.
- 2) Based on the pictures, the students tell what they know from the pictures given by the teacher.
- 3) Together with the teacher discuss about the pictures shown

**b. Modeling of Text**

- 1) The teacher gives the picture and example of report text to the students.
- 2) Together, discuss the generic structure and the language features based on the text given.
- 3) Do an oral exercise related to the students' understanding of the report text given.

**c. JCOT**

- 1) Play an interactive game by doing vocabulary building-1 related to the materials given in group.
- 2) Discuss the exercise (game) together

3. Closing (10 minutes)

- a. Summarize the learning materials.
- b. Reflect on the learning activities.
- c. Pay attention to feedback given by the teacher.
- d. Are given homework and information related to the next meeting topic.

## **MEETING II**

1. Opening (10 minutes)
  - a. Greeting
  - b. Praying
  - c. Checking the attendance list
  - d. State the objectives of the study
2. Main Activities (100 minutes)
  - a. BKOF**
    - 1) Discuss the previous material
    - 2) Decide learning activities
  - b. Joint Construction of the Text**
    - 1) Play an interactive game by doing the vocabulary building-2 related to the topic (based on what the students have known).
    - 2) Do the interactive game (report game)
    - 3) Discuss the exercise together
3. Closing (10 minutes)
  - a. Summarize the learning material.
  - b. Reflect on the learning activities.
  - c. Pay attention to feedback given by the teacher.
  - d. Are given homework and information related to the next meeting topic.

## **MEETING III**

1. Opening (10 minutes)
  - a. Greeting
  - b. Praying
  - c. Checking the attendance list
  - d. State the objectives of the study

2. Main Activities (100 minutes)

**a. BKOF**

- 1) State the previous activities/ material
- 2) Decide learning activities

**b. Joint Construction of the Text**

- 3) Play an interactive game by doing guessing game in group.

3. Closing (10 minutes)

- a. Summarize the learning material.
- b. Reflect on the learning activities.
- c. Pay attention to feedback given by the teacher.
- d. Are given homework and information related to the next meeting topic.

**MEETING IV**

**c. Independent Construction of the Text**

- 1) Individually, make a report text about social phenomena or made-up things. Then, perform it in front of the class.

3. Closing (10 minutes)

- a. Summarize the learning material.
- b. Reflect on the learning activities.
- c. Pay attention to feedback given by the teacher.
- d. Are given homework and information related to the next meeting topic.

## G. LEARNING RESOURCES

Klippel, Friederike. 1984. *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: Cambridge University Press.

Priyana, Joko & Eka Denis Machfutra, Zayin Adib Muhammad. 2008. *Interlanguage: English for Senior High School Students XI*. Pusat Perbukuan: Departemen Pendidikan Nasional.

[Http://www.google.com](http://www.google.com)

## H. ASSESSMENT

**Technique:** performance assessment

**Rubric:**

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1.	Excellent					
2.	Good					
3.	Fair					
4.	Poor					
Total Score = Fluency + Accuracy in grammar + Accuracy in Pronunciation + vocabulary + Task						

Excellent : (16-20) Fair : (6-10)

Good : (11-15) Poor : (0-5)

Majenang, 30 Januari 2013

Teacher,

Student,

Agus Bambang

Nur Apriyani R

NIM.08202241036

**Pictures:****1. Halloween****2. Halloween****3. Hand Phone**

**a. Text 1:**

**Thanksgiving Day**

Thanksgiving Day is a celebration of harvest, thankfulness for peace, and the attempt of Native Americans. It is usually celebrated in late autumn.

Thanksgiving is celebrated for their rich harvest in New England. In North America, however, it is originally held to thank God for their survival in the new land which is not easy for them. However, in Canada, it is celebrated as in New England. Thanksgiving now is celebrated in United States of America and in Canada. Thanksgiving festivals are held every fourth Thursday of November in the U.S and on the second Monday of October in Canada. It is usually celebrated in four to five days in the North America and for three days in Canada.

It is celebrated through families and friends gathering to eat and give good luck. Turkey is the main dish in the thanksgiving dinner. Thanksgiving parades are also usually held. In Thanksgiving homes are decorated with wreaths, fresh and dried flowers. Lamps are lighted to brighten the environment. Tables are decorated with the best china and antique silver dishes to mark the occasion.

*Taken from English for Senior High School Students XI*

**b. Text 2:****MOBILE PHONE**

A mobile phone (also called mobile, cellular phone, cell phone or hand phone) is an electronic device used for full duplex two-way radio telecommunication over a cellular network of base stations known as cell sites.

A mobile phone allows its user to make and receive telephone calls to and from the public telephone network which includes other mobiles and fixed line phones across the world. It does by connecting to a cellular network owned by a mobile network operator. A key feature of the cellular network is that it enables seamless telephone calls even when the user is moving around wide areas via handoff or handover.

A Mobile phone is supported by many additional services and accessories such as SMS (or text) messages, email, Internet access, gaming, Bluetooth, infrared, camera, MMS messaging, MP3 player, radio and GPS.

One of the important applications of mobile phone is SMS (or text) message service. SMS helps the user to send a message to the other user. By sending SMS, the user can get the information they want without meeting each other.

*Taken from: [www.wikipedia.com](http://www.wikipedia.com)*



**c. Interactive game 1 & 2:**

**Vocabulary Building 1:**

***Aims***—Building vocabulary

***Skill***—Speaking

***Organization***—class or teams

***Preparation***—dictionary

***Time***—10-20 minutes

***Procedure:***

- 1) The teacher says one word to the students then point one students to say a new word.
- 2) The new word is taken from the last letter of the previous word
- 3) The students have to pronounce the word correctly
- 4) After that, he/she points the other student to do the same thing
- 5) If the students cannot find the new word and cannot pronounce the word correctly in 5 seconds, she/he has to come to the front of the class to get punishment from other students who get the word and pronounce the word correctly.
- 6) In the end, the teacher asks the students to pronounce all the words. After that, the teacher asks some students directly to make a sentence from the words mentioned.

## **Vocabulary Building 2:**

<b>Definition</b>	
<i>Aims</i>	<i>skill---</i> Speaking <i>Language---</i> definitions, new words <i>Other---</i> imagination, vocabulary building
<i>Organization</i>	class or teams (if there are more than 20)
<i>Preparation</i>	at least one dictionary (english-english)
<i>Time</i>	10-20 minutes
<i>Procedure</i>	<p><b>Step 1:</b> one student is asked to leave the room. The remaining students choose a word, whose meaning they do not know, from the dictionary. The word is written on the blackboard. Each of the students now thinks of a definition of the word, only one student memorizing the dictionary definition.</p> <p><b>Step 2:</b> the student is called back in. having been shown the word he asks individual students for their definitions. He can also ask additional question about the (fictitious) meaning of the word. When he/she has listened to all (or some) of the definitions he says which one he thinks is the correct one.</p>
<i>Variations</i>	several unknown words are chosen and their correct definitions presented in random order. Words and definitions have to be matched.
<i>Remarks</i>	students can be made aware of derivations of certain words from other languages they know or from other words they have learnt.

*Taken from keep talking-Friederike Klippel*

### **d. Interactive game 3 & 4**

#### **Exercises 1:**

<b><i>Aim</i></b>	<i>Skill</i> —Speaking  <i>Language</i> —reporting, giving information  <i>Other</i> —interaction
<b><i>Organization</i></b>	class or teams
<b><i>Preparation</i></b>	table, questions
<b><i>Time</i></b>	20-30minutes

#### ***Procedure:***

1. Meet your classmates and ask them about the event in their hometown. Ask them the information of the event.
2. Then, The teacher checks students' reports' table.
3. The students who get more information than the others become a winner.
4. Report it in front of the class.

#### **Questions you may ask:**

1. Is there any thanksgiving festival in your region? If so, what is it called? If no, what thanksgiving festival do you know?
2. What is it celebrated for?
3. When is it celebrated?
4. What do people do in the festival?
5. Have you ever participated in the festival?

**Table:**

<b>Report</b>	
<b>Name</b>	
<b>Students' number</b>	
<b>Name</b>	<b>Information</b>

**Exercise 2:****GUESSING GAME**

<b><i>Aim</i></b>	<i>Skill</i> —Speaking
	<i>Language</i> —reporting, giving information, guessing, yes/no question(s)
	<i>Other</i> —interaction
<b><i>Organization</i></b>	class or teams
<b><i>Preparation</i></b>	cards
<b><i>Time</i></b>	20-30minutes

**Procedure:**

1. Class is divided into 2 or 3 groups.
2. Each group chooses one category to be played:
  - a. Made-up things
  - b. Social phenomena
3. Then, each group points one student to be the reporter. Her/his job is to report the words written in the cards shown by the teacher.
4. The other students or the remaining students of each are trying to guess the words written in the cards by listening to the information given by the reporter.
5. Each card should be guessed at least in one minute.
6. The other students or the remaining students may ask question (s) to the reporter
7. The group who can guess the words correctly is the winner.

**CARDS****a. Made-up things**

<b>Laptop</b>	<b>HP</b>	<b>internet</b>	<b>car</b>	<b>MP3</b>
<b>cupboard</b>	<b>AC</b>	<b>washing machine</b>	<b>flash disk</b>	<b>TV</b>

**b. Social phenomena**

<b>thank s giving</b>	<b>Hallowee n</b>	<b>valentines , day</b>	<b>mother' s day</b>	<b>Gangna m style</b>
<b>K- POP waves</b>	<b>Twitter</b>	<b>Facebook</b>	<b>Boy band</b>	<b>girl band</b>

# **APPENDIX C**

# **TEACHING AND LEARNING**

# **SCENARIO**

**The Teaching and Learning Scenario in Cycle I**

Teacher's Activities	Student's Activities
<b>Opening activities</b> 1) The teacher greets the students 2) The teacher leads the prayer 3) The teacher checks students' attendance list and asks their conditions. 4) The teacher states the objective of the study.	<b>Opening activities</b> 1) Students answers teacher's greeting 2) Students pray 3) Students confirm their presence 4) Students respond to the teacher's explanation related to the learning objective
<b>Main activities</b> <b>BKOF</b> 1) The teacher asks some questions related to the notion of report. 2) The teacher shows some pictures and asks some information related to the material with the topics given 3) The teacher discusses the pictures shown  <b>MOT</b> 1) The teacher gives the other picture and the example of report to the students, and then asks the students to understand the text given. 2) The teacher explains the parts of report to the students orally. 3) The teacher points and asks students about the parts of report such as the generic structure and the language features based on the example given orally. Then, discuss it together 4) The teacher asks the students to do an oral exercise related to the students' understanding of the report given. <b>JCOT</b> 1) The teacher asks students to do the vocabulary building (interactive game 1) related to the topic (based on what the students have known). 2) The teacher asks the students to work in pairs to the exercise (dialogue) 3) The teacher asks the students to	<b>Main activities</b> <b>BKOF</b> 1) Students answer teacher's questions 2) Students answer teacher's question and tell the information they know related to the pictures shown 3) Together with the teacher, students discuss the pictures shown  <b>MOT</b> 1) Students accept the report with the picture then try to understand it. 2) Students listen to the teacher's explanation. 3) Students answer teacher's questions related to the parts of report orally. 4) Students do teacher's instruction.  <b>JCOT</b> 1) Students do the teacher's instruction to play vocabulary building. 2) Students work in pair to do the exercise (dialogue) 3) Students and the teacher discuss the exercise together 4) Students do the teacher's instruction to play interactive game 2 (the same or different game)



<p>discuss the exercise together</p> <p>4) The teacher asks the students to play an interactive game 2 related to the materials given in group.</p> <p><b>ICOT</b></p> <p>1) The teacher asks the students to do the task to retell the report text about animal in front of the class individually.</p>	<p><b>ICOT</b></p> <p>1) Students do the teacher's instruction to do the task individually</p>
<p><b>Closing activity</b></p> <p>1) The teacher asks the students to summarize the learning material.</p> <p>2) The teacher asks the students to reflect on the learning activities.</p> <p>3) The teacher gives feedback to the students.</p> <p>4) The teacher gives homework and information related to the next meeting topic.</p> <p>5) The teacher closes the teaching and learning process by saying assalamualaikum</p>	<p><b>Closing activity</b></p> <p>1) Students do the teacher's instruction to summarize the learning material</p> <p>2) Students do the reflection</p> <p>3) Students pay attention to the feedback given by the teacher</p> <p>4) Students pay attention to the homework given and information about next meeting</p> <p>5) Students respond to the teacher's closing</p>

### The Teaching and Learning Scenario in Cycle II

Teacher's Activities	Student's Activities
<b>Opening activities</b> 1) The teacher greets the students 2) The teacher leads the prayer 3) The teacher checks students' attendance list and asks their conditions. 4) The teacher states the objective of the study.	<b>Opening activities</b> 1) Students answers teacher's greeting 2) Students pray 3) Students confirm their presence 4) Students respond to the teacher's explanation related to the learning objective
<b>Main activities</b> <b>BKOF</b> 1) The teacher asks some questions related to the notion of report. 2) The teacher shows some pictures and asks some information related to the material with the topics given 3) The teacher discusses the pictures shown <b>MOT</b> 1) The teacher gives the other picture and the example of report to the students, and then asks the students to understand the text given. 2) The teacher explains the parts of report to the students orally. 3) The teacher points and asks students about the parts of report such as the generic structure and the language features based on the text given orally. Then, discuss it together 4) The teacher asks the students to do an oral exercise related to the students' understanding of the report given. <b>JCOT</b> 1) The teacher asks students to do the vocabulary building (interactive game 1-vocabulary building <i>second version</i> ) related to the topic (based on what the students have known). Then, discuss the result together with the students. 2) The teacher asks the students play interactive game-2 ( <i>Definition game</i> )	<b>Main activities</b> <b>BKOF</b> 1) Students answer teacher's questions 2) Students answer teacher's question and tell the information they know related to the pictures shown 3) Together with the teacher, students discuss the pictures shown <b>MOT</b> 1) Students accept the example of report given then try to understand it. 2) Students listen to the teacher's explanation. 3) Students answer teacher's questions related to the part of report text orally. 4) Students do teacher's instruction. <b>JCOT</b> 1) Students follow the teacher's instruction to play vocabulary building <i>second version</i> , then discuss the result together with the teacher 2) Students play <i>Definition game</i> . Then discuss the result with the teacher.

<p>then discusses the result of the game together with the students.</p> <p>3) The teacher asks the students to play interactive game-3 (<i>interview game-report</i>) then discuss the exercise to summarize the information to the table given together with the students. After that asks the students to report their result in front of the class.</p> <p>5) The teacher asks the students to play an interactive gam-4 (<i>Guessing game</i>) then discuss the result together with the students.</p> <p><b>ICOT</b></p> <p>1) The teacher asks the students to do the task to make report about social phenomena or made-up things in front of the class individually.</p>	<p>3) Students play <i>Interview game</i> then perform the result in front of the class.</p> <p>4) Students do the teacher's instruction to play interactive game 4 <i>Guessing game</i>, then discuss the result together with the teacher.</p> <p><b>ICOT</b></p> <p>1) Students follow the teacher's instruction to do the task individually</p>
<p><b>Closing activity</b></p> <p>1) The teacher asks the students to summarize the learning material.</p> <p>2) The teacher asks the students to reflect on the learning activities.</p> <p>3) The teacher gives feedback to the students.</p> <p>4) The teacher gives homework and information related to the next meeting topic.</p> <p>5) The teacher closes the teaching and learning process by saying assalamualaikum</p>	<p><b>Closing activity</b></p> <p>1) Students follow the teacher's instruction to summarize the learning material</p> <p>2) Students do the reflection</p> <p>3) Students pay attention to the feedback given by the teacher</p> <p>4) Students pay attention to the homework given and information about next meeting</p> <p>5) Students respond to the teacher's closing</p>

# **APPENDIX D**

# **TEACHING SCHEDULE**

### The Schedule of Cycle I

Dates	Materials	Allocated time	Sources
January 16 <sup>th</sup> , 2013	Example of report text and the generic structure of report (topics: animals and places)	2x45 minutes	<ul style="list-style-type: none"> <li>• Doddy, Achmad dan Ahmad Sugeng. 2008. <i>Developing English Competencies for Grade XI of Language Programme Senior High School (SMA/MA)</i>. Pusat Perbukuan: Departemen Pendidikan Nasional.</li> <li>• Klipple, Friederike. 1984. <i>Keep Talking: Communicative Fluency Activities for Language Teaching</i>. Cambridge: Cambridge University Press.</li> <li>• Priyana, Joko &amp; Eka Denis Machfutra, Zayin Adib Muhammad. 2008. <i>Interlanguage: English for Senior High School Students XI</i>. Pusat Perbukuan: Departemen Pendidikan Nasional.</li> <li>• Pictures from <a href="http://www.google.com">http://www.google.com</a></li> <li>• <a href="http://understandinggenre.blogspot.com/2012/09/report-text-dolphins.html">http://understandinggenre.blogspot.com/2012/09/report-text-dolphins.html</a></li> </ul>
January 19 <sup>th</sup> , 2013	Report: Playing an interactive game related to the vocabulary building (vocabulary building game) and applying the materials of report text in the previous meeting by doing exercises.	2x45 minutes	<ul style="list-style-type: none"> <li>• Doddy, Achmad dan Ahmad Sugeng. 2008. <i>Developing English Competencies for Grade XI of Language Programme Senior High School (SMA/MA)</i>. Pusat Perbukuan: Departemen Pendidikan Nasional.</li> <li>• Klipple, Friederike. 1984. <i>Keep Talking: Communicative Fluency Activities for Language Teaching</i>. Cambridge: Cambridge University Press.</li> <li>• Priyana, Joko &amp; Eka Denis Machfutra, Zayin Adib Muhammad. 2008. <i>Interlanguage: English for Senior High School Students XI</i>. Pusat Perbukuan: Departemen Pendidikan Nasional.</li> <li>• Pictures from <a href="http://www.google.com">http://www.google.com</a></li> <li>• <a href="http://understandinggenre.blogspot.com/2012/09/report-text-dolphins.html">http://understandinggenre.blogspot.com/2012/09/report-text-dolphins.html</a></li> </ul>

January 23th, 2013	Report: Playing an interactive game related to the materials (report) with the topics: animals and places and doing individual task.	2x45 minutes	<ul style="list-style-type: none"> <li>• Doddy, Achmad dan Ahmad Sugeng. 2008. <i>Developing English Competencies for Grade XI of Language Programme Senior High School (SMA/MA)</i>. Pusat Perbukuan: Departemen Pendidikan Nasional.</li> <li>• Klipple, Friederike. 1984. <i>Keep Talking: Communicative Fluency Activities for Language Teaching</i>. Cambridge: Cambridge University Press.</li> <li>• Priyana, Joko &amp; Eka Denis Machfutra, Zayin Adib Muhammad. 2008. <i>Interlanguage: English for Senior High School Students XI</i>. Pusat Perbukuan: Departemen Pendidikan Nasional.</li> <li>• Pictures from <a href="http://www.google.com">Http://www.google.com</a></li> <li>• <a href="http://understandinggenre.blogspot.com/2012/09/report-text-dolphins.html">http://understandinggenre.blogspot.com/2012/09/report-text-dolphins.html</a></li> </ul>
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**The Schedule of Cycle II**

Dates	Materials	Allocated time	Sources
January 26 <sup>th</sup> , 2013	Example of report text and the generic structure of report text (topics: social-phenomena and made-up things)	2x45 minutes	<ul style="list-style-type: none"> <li>• Klipple, Friederike. 1984. <i>Keep Talking: Communicative Fluency Activities for Language Teaching</i>. Cambridge: Cambridge University Press.</li> <li>• Priyana, Joko &amp; Eka Denis Machfutra, Zayin Adib Muhammad. 2008. <i>Interlanguage: English for Senior High School Students XI</i>. Pusat Perbukuan: Departemen Pendidikan Nasional.</li> <li>• Pictures from <a href="http://www.google.com">Http://www.google.com</a></li> <li>• <a href="http://www.wikipedia.com">http://www.wikipedia.com</a></li> </ul>
February 2 <sup>nd</sup> , 2013	Report: Playing an interactive game related to the vocabulary building (vocabulary building game <i>second version</i> ) and applying the materials of report by playing interactive game-2 (interview game) then perform the result of interview by reporting it in front of the class.	2x45 minutes	<ul style="list-style-type: none"> <li>• Klipple, Friederike. 1984. <i>Keep Talking: Communicative Fluency Activities for Language Teaching</i>. Cambridge: Cambridge University Press.</li> <li>• Priyana, Joko &amp; Eka Denis Machfutra, Zayin Adib Muhammad. 2008. <i>Interlanguage: English for Senior High School Students XI</i>. Pusat Perbukuan: Departemen Pendidikan Nasional.</li> <li>• Pictures from <a href="http://www.google.com">Http://www.google.com</a></li> <li>• <a href="http://www.wikipedia.com">http://www.wikipedia.com</a></li> </ul>
February 9 <sup>th</sup> , 2013	Report: Playing an interactive game ( <i>Guessing game</i> ) related to the materials (report) with the topics social phenomena and made-up things.	2x45 minutes	<ul style="list-style-type: none"> <li>• Klipple, Friederike. 1984. <i>Keep Talking: Communicative Fluency Activities for Language Teaching</i>. Cambridge: Cambridge University Press.</li> <li>• Priyana, Joko &amp; Eka Denis Machfutra, Zayin Adib Muhammad. 2008. <i>Interlanguage: English for Senior High School Students XI</i>. Pusat Perbukuan: Departemen Pendidikan</li> </ul>

			<p>Nasional.</p> <ul style="list-style-type: none"> <li>• Pictures from <a href="Http://www.google.com">Http://www.google.com</a></li> <li>• <a href="http://www.wikipedia.com">http://www.wikipedia.com</a></li> </ul>
February 13 <sup>th</sup> , 2013.	Do an individual task ( <i>perform report in front of the class</i> ) related to the material with the topics social-phenomena and made-up things	2x45 minutes	<ul style="list-style-type: none"> <li>• Klipple, Friederike. 1984. <i>Keep Talking: Communicative Fluency Activities for Language Teaching</i>. Cambridge: Cambridge University Press.</li> <li>• Priyana, Joko &amp; Eka Denis Machfutra, Zayin Adib Muhammad. 2008. <i>Interlanguage: English for Senior High School Students XI</i>. Pusat Perbukuan: Departemen Pendidikan Nasional.</li> <li>• Pictures from <a href="Http://www.google.com">Http://www.google.com</a></li> <li>• <a href="http://www.wikipedia.com">http://www.wikipedia.com</a></li> </ul>



# **APPENDIX E**

# **QUESSTIONAIRRE**

Nama : \_\_\_\_\_

Nomer : \_\_\_\_\_

Kelas : \_\_\_\_\_

### Angket

- I. Isilah pernyataan-pernyataan di bawah ini dengan jujur sesuai dengan keadaanmu. Berilah tanda (V) pada kolom yang tersedia. Jawaban tidak akan mempengaruhi apapun.

Keterangan:

SS: Sangat Setuju  
S : Setuju

TS : Tidak Setuju  
STS: Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1.	Bahasa Inggris adalah mata pelajaran favorite saya.				
2.	Saya merasa tidak percaya diri untuk berbicara dalam bahasa Inggris ketika pelajaran sedang berlangsung.				
3.	Saya merasa takut untuk berbicara dalam bahasa Inggris ketika pelajaran sedang berlangsung.				
4.	Saya merasa kesulitan dalam berbicara dengan menggunakan bahasa Inggris.				
5.	Saya dapat mengajukan pertanyaan dalam bahasa Inggris pada guru ketika pelajaran sedang berlangsung.				
6.	Saya dapat menjawab pertanyaan sederhana dalam bahasa Inggris secara lisan ketika pelajaran sedang berlangsung.				
7.	Saya dapat melakukan percakapan/ dialog pendek dan sederhana dengan lancar dan benar.				
8.	Saya dapat berinteraksi dengan menggunakan bahasa Inggris selama pelajaran berlangsung.				
9.	Saya dapat memahami perintah/ instruksi/ penjelasan yang di berikan guru pada saat pelajaran berlangsung.				
10.	Saya dapat melaksanakan perintah/instruksi dalam bahasa Inggris yang diberikan guru.				

## Questionnaire Analysis

Hari/ tanggal : Senin, 26 November 2012 Kelas : XI IPA 1 Jumlah siswa : 30 siswa	
1. Bahasa Inggris adalah mata pelajaran favorite saya	2 siswa menjawab sanngat setuju 12 siswa menjawab setuju 15 siswa menjawab tidak setuju 1 siswa menjawab sangat tidak setuju
2. Saya merasa tidak percaya diri untuk berbicara dalam bahasa Inggris ketika pelajaran sedang berlangsung.	8 siswa menjawab sanngat setuju 19 siswa menjawab setuju 1 siswa menjawab tidak setuju 2 siswa menjawab sangat tidak setuju
3. Saya merasa takut untuk berbicara dalam bahasa Inggris ketika pelajaran sedang berlangsung.	4 siswa menjawab sanngat setuju 15 siswa menjawab setuju 8 siswa menjawab tidak setuju 3 siswa menjawab sangat tidak setuju
4. Saya merasa kesulitan dalam berbicara dengan menggunakan bahasa Inggris.	7 siswa menjawab sanngat setuju 20 siswa menjawab setuju 1 siswa menjawab tidak setuju 1 siswa menjawab sangat tidak setuju
5. Saya dapat mengajukan pertanyaan dalam bahasa Inggris pada guru ketika pelajaran sedang berlangsung.	1 siswa menjawab sanngat setuju 9 siswa menjawab setuju 18 siswa menjawab tidak setuju 2 siswa menjawab sangat tidak setuju
6. Saya dapat menjawab pertanyaan sederhana dalam bahasa Inggris secara lisan ketika pelajaran sedang berlangsung.	2 siswa menjawab sanngat setuju 8 siswa menjawab setuju 16 siswa menjawab tidak setuju

<b>4</b> siswa menjawab sangat tidak setuju
<p>7. Saya dapat melakukan percakapan/ dialog pendek dan sederhana dengan lancar dan benar.</p> <p><b>1</b> siswa menjawab sangat setuju</p> <p><b>12</b> siswa menjawab setuju</p> <p><b>14</b> siswa menjawab tidak setuju</p> <p><b>3</b> siswa menjawab sangat tidak setuju</p>
<p>8. Saya dapat berinteraksi dengan menggunakan bahasa Inggris selama pelajaran berlangsung.</p> <p><b>2</b> siswa menjawab sangat setuju</p> <p><b>5</b> siswa menjawab setuju</p> <p><b>22</b> siswa menjawab tidak setuju</p> <p><b>1</b> siswa menjawab sangat tidak setuju</p>
<p>9. Saya dapat memahami perintah/ instruksi/ penjelasan yang di berikan guru pada saat pelajaran berlangsung.</p> <p><b>1</b> siswa menjawab sangat setuju</p> <p><b>5</b> siswa menjawab setuju</p> <p><b>23</b> siswa menjawab tidak setuju</p> <p><b>1</b> siswa menjawab sangat tidak setuju</p>
<p>10. Saya dapat melaksanakan perintah/instruksi dalam bahasa Inggris yang diberikan guru.</p> <p><b>2</b> siswa menjawab sangat setuju</p> <p><b>18</b> siswa menjawab setuju</p> <p><b>10</b> siswa menjawab tidak setuju</p> <p><b>0</b> siswa menjawab sangat tidak setuju</p>

# **APPENDIX F**

## **FIELD NOTES**

## FIELD NOTES

### Field Note 1, Observation 1

Day/Date : Saturday, 24<sup>th</sup> November 2012

Time : at 09.45-11.00

Location : Class XI IPA 1

Peneliti masuk bersama guru ke kelas XI IPA 1 setelah bel tanda masuk berbunyi. Sebelum memulai pelajaran, guru memperkenalkan peneliti kepada siswa bahwa peneliti akan mengajar bahasa Inggris dalam beberapa waktu ke depan dikelas XI IPA 1.

Guru menyapa murid dan mengecek kehadiran siswa. Ada siswa yang tidak hadir dikarenakan sakit dan masih ada beberapa siswa yang belum kembali ke kelas setelah bel istirahat. Guru memulai pelajaran dengan menanyakan pada siswa dikelas mengenai materi yang akan dipelajari hari ini.

*“What do you know about analytical exposition? Ayo, apa yang kalian tahu tentang ekposisi? Coba di lihat dibuka LKSnya.”*

Beberapa siswa masih terlihat mengobrol, yang lain juga tidak menjawab. Akhirnya guru meminta salah satu siswa untuk membaca di LKS.

*“Desi.. Des Coba apa”*

*“mmm... analytical exposition is...?”*

*“Kalau nggak tahu ya di baca di bukunya?”*

Siswa tersebut membaca pengertian analytical exposition dari buku. Setelah itu guru mencoba menjelaskan lebih lanjut mengenai pembahasan materi hari ini mengenai analytical exposition, kemudian meminta beberapa siswa untuk membaca keras contoh analytical exposition yang ada dibuku. Masih ada banyak siswa yang kesulitan membaca beberapa kata karena tidak tahu bagaimana cara membacanya. Gurupun beberapa kali mencoba membantu memberitahu cara membacanya. Namun masih ada sebagian yang diabaikan.

*“well... dari yang sudah dibaca apa ada yang tidak tahu artinya? Kalau nggak tahu dicek di kamus terus dituliskan disitu artinya biar tidak lupa.”*

Siswapun melakukan yang diperintahkan guru, mengecek perkata tiap kalimat dan mencari artinya di kamus jika ada yang tidak diketahui artinya. Setelah itu guru bertanya seberapa banyak kata yang tidak diketahui artinya oleh siswa dan meminta untuk mengapalkannya.

*“gimana banyak atau tidak vocab yang nggak tahu artinya. Kalau banyak semuanya kan sudah dicari artinya tinggal dihapalkan diingat terus. Vocab itu kan penting untuk bahasa Inggris.”*

*“okay... that is the example of analytical exposition. Itu contoh analytical exposition itu seperti itu.”*

Kemudian guru mengecek pemahaman siswa mengenai penjelasan yang diberikan guru terkait dengan materi pada hari ini.

*“any question so far? Gimana paham atau tidak atau masih bingung? Kalau ada yang kurang paham coba ditanyakan. Any questions? Desi? Dani? Atau Fathi mungkin?”*

Namun tidak ada respon dari siswa bahkan sebagian dari mereka sibuk mengobrol sendiri-sendiri tidak memperhatikan guru yang sedang menjelaskan. Karena tidak ada pertanyaan gurupun meminta siswa untuk mengerjakan soal-soal yang ada dibuku.

Guru memberikan waktu sekitar 5 menit untuk siswa mengerjakan 5 soal yang ada dibuku. Setelah 5 menit berlalu masih ada beberapa siswa yang belum menyelesaikan soal namun guru tetap meminta siswa untuk membahas bersama soal yang sudah dikerjakan dengan membahasnya satu persatu. Setelah selesai membahas soal bersama kemudian guru memberikan perintah pada siswa untuk membuat contoh analytical exposition.

*“well, now make an example of analytical exposition. Sekarang bikin contoh yang lain tentang analytical exposition sendiri-sendiri”*

*“ditulis pak?”*

*“di tulis boleh tidak juga ya boleh kalau kamu bisa ingat dan langsung saja dibacakan di depan.”*

*“ah.. nggak mau pak gak bisa kalau itu mah.”*

*“ya sudah dikerjakan saja.”*

Selama sedang mengerjakan guru berkeliling dan menghampiri siswa untuk mengecek apakah siswa mengalami kesusahan atau tidak saat mengerjakan. Beberapa kali guru membantu siswa yang mengalami kesusahan sambil sesekali guru bertanya dengan keras apakah siswa ada kesusahan atau tidak. Gurupun beberapa kali bertanya apakah siswa-siswa tersebut sudah selesai mengerjakan tugasnya atau belum.

*“Bagaiman apa sudah selesai, desi selesai des?”*

*“belum bapak.”*

Karena waktu dirasa sudah hampir habis. Jam pelajaran kali ini sudah hampir habis gurupun meminta siswa untuk melanjutkan pekerjaannya di rumah dan kembali dibahas untuk pertemuan mendatang. Gurupun menutup pelajaran dan meninggalkan ruang kelas.

*“ya sudah karena sudah bel itu untuk PR saja di rumah kita lanjutkan pertemuan mendatang. Well okay see you assalamualaikum wr wb.”*

*“walaikumsalam wr wb.”*

## **Field Note 2, Observation 2**

Day/Date : Monday, 26<sup>th</sup> November 2012

Time : at 09.45-11.00

Location : Class XI IPA 1

Peneliti masuk bersama guru ke kelas XI IPA 1 sesaat setelah bel tanda masuk berbunyi. Gurupun mengucapkan salam *"Good morning students?"* dan menanyakan ada tidak siswa yang tidak masuk pada hari ini. Ada sekitar 3 siswa tidak masuk 2 siswa sakit 1 siswa dengan keterangan ijin.

Kemudian Guru meminta siswa untuk membuka LKS seperti yang dilakukan pada pertemuan sebelumnya. Kemudian, guru meminta siswa untuk membaca teks yang ada di LKS dengan memberikan waktu selama 5 menit. Setelah selesai guru meminta siswa untuk mengerjakan soal yang ada di LKS. Selama mengerjakan guru keliling dan melihat pekerjaan siswa

Setelah selesai mengerjakan guru meminta siswa untuk membahasnya bersama dan menjawab pertanyaan mengenai pertanyaan yang ada di LKS

*"ya bagaimana, sudah? Kalau sudah mari dibahas. Coba Aris nomer 1 ris?"*

Sekitar ada 5 pertanyaan maka lima siswa menjawab pertanyaan tersebut satu persatu. Setelah semua soal selesai dibahas bersama-sama guru menanyakan pada siswa apakah ada pertanyaan? Karena tidak ada guru melanjutkan dengan meminta siswa membaca teks bacaan yang ada di LKS satupersatu. Dengan menunjuk siswa untuk membaca keras di tempat.

*"ya sekarang read the texts one paragraph one student. Desi dulu des."*

Setelah itu ditanya tentang analytical exposition pada beberapa siswa. Kemudian setelah itu guru menutup pelajaran dengan mengucapkan salam.

### **Field Note 3, Pretest**

Day/Date : Wednesday, 9<sup>th</sup> January 2013

Time : at 10.15-11.45

Location : Class XI IPA 1

Peneliti memasuki kelas XI IPA 1 setelah bel berbunyi. Peneliti menyapa siswa dikelas sekaligus memberitahu tujuan peneliti untuk mengisi jam pelajaran Bahasa Inggris pada hari ini. Peneliti meminta siswa melakukan *pretest (speaking performance)* dengan waktu yang ditentukan maximal 3 menit untuk tiap siswa. Peneliti memberikan siswa waktu untuk mempersiapkan diri selama kurang lebih 5 menit untuk menyiapkan report text sesuai dengan kategori yang diberikan peneliti seperti mereportkan binatang, tumbuhan, sayuran, phenomena alam maupun phenomena social. Setelah waktu yang ditentukan peneliti meminta siswa satu per satu untuk maju ke depan kelas untuk mereportkan hasilnya. Peneliti juga memberitahu hal ini untuk kepentingan penelitian yang akan diadakan sehubungan dengan pembuatan skripsi. Peneliti juga memberitahu bahwa dalam beberapa pertemuan kedepan, peneliti akan masuk mengajar dikelas. Ada empat siswa yang tidak masuk pada hari ini dikarenakan sakit.

### **Field Note 4, Pretest 2 (Additional)**

Day/Date : Saturday, 12<sup>h</sup> January 2013

Time : at 10.15-11.45



Location : Class XI IPA 1

Peneliti menemui keempat siswa yang terlambat mengikuti *pretest* dikarenakan sakit. Peneliti memberitahu keempat siswa tersebut untuk melakukan *pretest* susulan. Peneliti pun menjelaskan seperti apa yang dijelaskan pada *pretest* sebelumnya. Waktu yang diberikan sama seperti *pretest* utama, yaitu waktu untuk persiapan dan performance di depan kelas.

### **Field Note 5, Action 1 Cycle 1**

Day/Date : Wednesday, 16<sup>th</sup> January 2013

Time : at 10.15-11.45

Location : Class XI IPA 1

Peneliti masuk bersama guru ke kelas XI IPA 1 pada pertemuan pertama *cycle 1* dikelas ini setelah bel tanda pelajaran kelima dimulai.

Peneliti masuk diawali dengan menyapa siswa dikelas.

*"Good morning everyone. How are you all today?"*

Murid menjawab serentak.

*"I'm fine, thank you. And you?"*

Setelah menjawab sapaan dari murid, peneliti bersama siswa berdoa sejenak sebelum memulai pelajaran. Kemudian guru mengecek presensi siswa. Karena sebelumnya belum ada pengenalan secara langsung, maka peneliti memanggil nama siswa satu-persatu.

Setelah itu peneliti menanyakan kesiapan siswa untuk memulai pelajaran pada hari ini.

*"Are you ready to start the lessen today?"*

Siswapun menjawab serentak pertanyaan yang ditujukan peneliti kepada mereka.

*"yes miss."*

Setelah kondisi memungkinkan untuk memulai pelajaran siswa sudah siap menerima pelajaran. Sebagai *appersepsi* peneliti menunjukan empat gambar pada siswa: 2 animals: a cat, a cow; 2 places: a mosque and a market. Kemudian peneliti menunjukan gambar satu persatu disertai mengajukan pertanyaan yang berkaitan dengan gambar yang ditunjukkan pada siswa.

*"so, what do you know about this picture (s)? what it is? Tell me everything that you know of this picture (s)?"*

Serentak siswa pun menjawab dengan jawaban yang berbeda-beda dari setiap gambar yang ditunjukkan.

*"cat miss"* ada yang menjawab *"it's a pet, he has 4 legs"*

Dari setiap gambar yang ditunjukkan siswa memberitahukan apa yang mereka ketahui tentang gambar tersebut dengan jawaban yang berbeda-beda ada yang menggunakan bahasa Inggris meski adapula yang masih menggunakan bahasa Indonesia.

Setelah siswa menyebutkan pendapat mereka apa yang mereka ketahui tentang gambar yang sudah ditunjukkan peneliti kemudian peneliti dan siswa membahas bersama tentang gambar tersebut. Kemudian peneliti memberitahukan tujuan menunjukan gambar tersebut dan memberitahukan materi hari ini adalah terkait dengan *Report text*.

Peneliti melanjutkan pembahasan mengenai report teks, dengan memulai menyakan siswa mengenai apa itu report teks.

*“so, do you know what report text is?”*

Beberapa siswa yang tahu mereka menjawab apa yang mereka ketahui tentang report teks. Setelah mendengar jawaban beberapa siswa. Peneliti pun menjelaskan mengenai apa itu report text. Setelah menjelaskan mengenai report text, peneliti menanyakan pemahaman siswa tentang apa yang sudah dijelaskan.

*“okey.. do you already understand what report text is. Any questions so far? Or do you still confused, you may ask me!”*

Karena tidak ada pertanyaan peneliti melanjutkan pembahasan mengenai report teks seperti generic structure dan language featuresnya. Usai penjelasan pun peneliti menyakan pemahaman siswa dan menanyakan apakah ada pertanyaan atau yang masih belum paham sebelum melanjutkan pelajaran. Ada satu siswa yang bertanya dan mengakat tagannya.

*“miss, sorry what the purpose of report text?”*

Peneliti pun menjawab pertanyaan dari salah satu siswa tersebut yang bernama Tyas.

*“well, the purpose of report text is to describes or presents information about something as it is. Got it? So how about the others, any questions?”*

Peneliti pun melanjutkan dengan memberikan contoh report text *“Dolphins”* setiap anak di berikan satu contoh dari report teks tersebut. Setelah menerima teks tersebut peneliti meminta siswa untuk memahami teks tersebut setelah itu menanyakan apakah ada kata yang tidak dimengerti dan tidak tahu bagaimana cara membaca kata tersebut.

*“okay class, I give u the time for understanding the text. And then tell me if you find the words that you don’t know what the meaning is or how to pronounce it.”*

Peneliti pun memberitahukan siswa bagaimana cara membacanya yang benar (pronounce) sambil meminta siswa untuk mengeceknya dikamus. Kemudian meminta siswa bersama-sama untuk mempronouncekan kata-kata yang sulit tersebut. Kemudian dibagi perbaris untuk melakukan pronunciation.

Setelah itu, Peneliti pun mengecek per paragraph di mulai dari paragraph satu sampai paragraph terakhir. Para siswa pun menyebutkan beberapa kata yang mereka tidak tahu artinya dan peneliti meminta mereka untuk mengeceknya dikamus sekaligus bagaimana cara membacanya.

Setelah selesai peneliti menunjuk beberapa siswa dan menanyakan tentang report text tersebut.

*“Aris, which paragraph shows the general classification and which paragraphs is the description?”*

Aris dan beberapa siswa yang diminta pun menjawab setiap pertanyaan yang diberikan peneliti. Setelah itu peneliti pun tidak lupa mengecek pemahaman siswa mengenai materi yang diajarkan.

Kemudian peneliti melakukan aktivitas untuk terkait dengan *vocabulary building*. Peneliti membagi siswa kedalam empat kelompok tetapi perbaris. Kemudian tiap wakil dari kelompoknya maju kedepan untuk mengambil amplop yang disediakan peneliti. Peneliti menyediakan 5 amplop yang di dalamnya berisi kategori yang berbeda yaitu: binatang dan place. Didalamnya terdapat kata yang berhubungan dengan kategori yang ada seperti: crocodile, cow, airport, harbor, dog.

Setiap wakil dari kelompoknya mengambil satu amplop dan membuka kata yang mereka dapatkan dari amplop tersebut. Kemudian peneliti meminta tiap siswa dari tiap-tiap kelompoknya untuk menyebutkan kata atau vocab-vocab yang berkaitan dengan kategori yang mereka dapatkan. Setiap anak harus menyebutkan kata yang berbeda sehingga dihasilkan kata sejumlah dengan siswa yang hadir.

Setelah usai peneliti meminta siswa untuk mempronouncekan kata-kata tersebut. Peneliti meminta siswa secara berpasangan untuk melafalkan dan membuat kalimat dengan kata-kata yang ditentukan oleh peneliti.

Karena bel pelajaran berbunyi tanda pelajaran telah usai, Akhirnya guru menutup pelajaran dengan membuat kesimpulan pelajaran bersama murid, dengan menanyakan apa saja yang telah dipelajari hari ini dan apa saja kegiatan yang telah dilakukan oleh siswa. Setelah itu, peneliti juga memberikan apresiasi terhadap antusias siswa didalam mengikuti pelajaran, dan memberikan informasi tentang kegiatan pada pertemuan berikutnya.

### **Field Note 6, Action 2 Cycle 1**

Day/Date : Saturday, 19<sup>th</sup> January 2013

Time : at 10.15-11.45

Location : Class XI IPA 1

Setelah bel jam pelajaran kelima berbunyi, peneliti memasuki kelas untuk memberikan pengajaran bahasa Inggris. Guru sebagai kolaborator belum memasuki kelas. Beliau sedikit terlambat karena baru mengajar dikelas sebelumnya. Peneliti pun memasuki kelas dan menyapa para siswa dikelas. Keadaan siswa didalam kelas terlihat sangat siap terlihat antusias untuk menerima pelajaran pada siang hari ini.

Peneliti pun memberikan salam kepada siswa sebagai pertanda kegiatan belajar mengajar akan segera dimulai. Tidak lama setelah itu gurupun memasuki kelas. Peneliti pun memberikan observation sheet dan lesson plan. Peneliti kembali menanyakan keadaan siswa. Sebelum memulai pada topic pembelajaran peneliti meminta kapten kelas(ketua kelas) untuk memimpin berdoa.

Usai berdoa, peneliti mengecek attendance list siswa dengan memanggil siswa satu persatu dengan maksud pengenalan lebih jauh terhadap siswa. Hal ini dilakukan karena peneliti belum begitu menghafal tiap siswa satu persatu. Pada hari ini ada empat siswa yang tidak masuk kelas. 2 siswa laki-laki: Dani Sutikna (sakit) dan M.Rizqi (alpa) tanpa keterangan dan 2 siswa perempuan: Dewi Oktavia dengan keterangan ijin dan

Husnul Horimah (sakit). Peneliti pun menanyakan keadaan Dani yang sudah lama sakit. Dan juga menanyakan apakah para siswa sudah menjenguknya.

Setelah itu peneliti melakukan apersepsi dengan menanyakan apa yang telah dipelajari pada pelajaran sebelumnya. Apakah siswa masih ingat dan masih paham mengenai pelajaran sebelumnya. Hampir semua siswa bisa menjawab dan masih mengingat pelajaran pada pertemuan sebelumnya mengenai report text. Siswa mampu menyebutkan bagian-bagian dari *report text*, namun masih terlihat berpikir saat menyebutkan ciri-ciri kebahasaan dari *report text*. Tetapi masih ada beberapa siswa yang terlihat bingung bahkan diam saja saat ditanya.

*“okay, before doing today activities, tell me... do you still remember the previous material? Or anybody still remembers the previous material?”*

Dalam mereview materi sebelumnya peneliti pun meminta beberapa siswa untuk menjelaskan pemahaman mereka akan materi sebelumnya dengan menunjuk beberapa siswa. Hal tersebut dimaksudkan untuk mengecek pemahaman siswa secara personal.

Usai membahas bersama mengenai materi sebelumnya. Peneliti pun memberitahukan pembelajaran dan aktivitas yang akan dilakukan pada hari ini. Pada hari ini pembahasan masih seputar *report text* namun pada hari ini lebih menekankan pada exercise/ aktivitas yang akan dilakukan. Peneliti pun memberitahukan bahwasanya hari ini akan dilakukan *vocabulary building* dan *performing dialogue in pairs in front of the class*.

*“Well class, today we are going to do vocabulary building and performing dialogue.”*

Setelah menentukan kegiatan speaking yang akan dilakukan pada hari ini, peneliti pun memberitahukan apa yang harus siswa lakukan selama aktifitas berlangsung. Didalam melakukan aktivitas *vocabulary building*, guru membagi siswa kedalam lima kelompok dan memberikan satu kata sebagai kata kunci terkait dengan materi *report* dengan tema hewan dan tempat. Setiap kelompok memiliki satu kata kunci dengan tema tersebut: *monkey, butterfly, airport, harbor*.

Kemudian seperti pada pertemuan sebelumnya, peneliti meminta tiap siswa dari tiap-tiap kelompok tersebut untuk menyebutkan paling sedikitnya 1 kata yang berhubungan dengan kata kunci yang telah diberikan peneliti. Dalam menyebutkan kata yang berhubungan tersebut siswa harus melafalkan kata tersebut dengan benar dan kemudian membuat satu kalimat dengan kata tersebut. Disaat siswa yang sedang maju kedepan dan menyebutkan kata dan membuat kalimat, siswa lainnya bertugas untuk mengecek dalam kamus apakah pelafalannya sudah benar atau tidak dan juga mengecek apakah kalimatnya sudah benar atau tidak.

*“Okay for the others you need to check in the dictionary whether the pronunciation is right or not. For sure you need to check it, guessing the pronunciation is not allowed”*

Setelah kata yang diucapkan pelafalan dan kalimatnya dianggap benar, bersama-sama peneliti dan siswa mengulang pelafalan kata tersebut dengan benar. Peneliti pun selalu menanyakan apakah siswa tahu arti dari kata tersebut atau tidak.

*“Well class, do you know the meaning of this word?”*

Setelah semua siswa mendapat gilirannya, peneliti pun menanyakan berapa banyak kosakata baru yang siswa dapatkan. Dan menanyakan kepada siswa apakah ada pertanyaan atau tidak sebelum melanjutkan aktivitas selanjutnya.

“so, any questions so far? Do you have any questions?”

Tidak ada satupun siswa yang bertanya, peneliti pun melanjutkan pada kegiatan selanjutnya, yaitu performing dialogue. Peneliti pun meminta dua orang siswa untuk membantu membagi script dialog. Setelah semua siswa mendapatkan handoutnya. Peneliti pun membacakan instruksi yang ada pada handout tersebut.

*“Class, your job now is to perform the dialogue in pairs. The dialogue talks about report text. it contains some information about dolphin. Before performing the dialogue, you need to summarize the information on the dialogue. Then put the information on the chart. The chart is in the next page. Understand?”*

Sebelum melanjutkan perintah yang dimaksud, peneliti menanyakan pemahaman siswa mengenai instruksi yang ada atau apakah ada pertanyaan terkait dengan aktivitas yang akan dilakukan. Karena siswa mengerti apa yang harus dilakukan maka tidak ada satupun siswa yang bertanya. Peneliti pun member waktu selama 3 menit untuk memahami teks tersebut dan meletakkan informasinya didalam chart yang sudah disediakan.

Setelah waktu yang diberikan selesai, peneliti bersama-sama siswa membahas informasi mengenai dolphin yang ada didalam dialog tersebut. Peneliti pun menunjuk siswa untuk menyebutkan informasi apa saja yang ada didalam dialog dan kemudian membahasnya bersama-sama.

Setelah pembahasan, peneliti meminta siswa secara berpasangan untuk menampilkan dialog tersebut di depan kelas. Siswa yang lain diminta untuk memperhatikan dan memberikan catatan kalau ada pronunciation yang salah.

Hanya ada beberapa siswa yang lancar melakukan dialog tersebut. Namun, sebagian besar siswa masih terlihat kesulitan (belum begitu lancar) melakukan dialog tersebut terutama di pelafalan kata dan ekspresi berdialog. Sebagian besar siswa masih terbata-bata dalam berdialog.

Tidak semua siswa maju kedepan untuk melakukan dialog karena waktu tidak cukup. Maka hanya beberapa pasang siswa yang perform di depan. Peneliti pun belum sempat membahas penampilan mereka. Di akhir pelajaran, peneliti dan siswa bersama-sama menyimpulkan materi pelajaran pada hari ini.

*“Okay, for the last let’s us summarize the material today. What do you learn today?”*

Tidak lupa peneliti pun memberikan apresiasi akan partisipasi siswa pada pembelajaran hari ini. Dan meminta siswa untuk tetap mempelajari apa yang sudah diajarkan. Dan juga meminta siswa untuk tetap berlatih pronunciation dengan benar.

*“You are doing good today class, and thanks for your enthusiasm in today learning. See you in the next meeting. Wassalamualakum”*

### Field Note 7, Action 3 Cycle 1

Day/Date : Wednesday, 23<sup>th</sup> January 2013

Time : at 10.15-11.45

Location : Class XI IPA 1

Sebelum memasuki kelas, peneliti menemui guru bahasa Inggris diruangannya untuk mengabarkan kegiatan yang akan dilaksanakan hari ini. Guru meminta peneliti untuk masuk terlebih dahulu karena peneliti juga mengabarkan bahwa masih akan membahas *activity* terakhir pada pertemuan sebelumnya yang belum sempat selesai.

Peneliti memasuki kelas dengan menyapa siswa dan mengecek presensi dikelas. Ada satu siswa yang tidak hadir karena sakit.

Peneliti membahas terlebih dahulu aktivitas yang telah dilakukan oleh siswa pada pertemuan sebelumnya: *interavtive game "building the vocabulary"*. Penelitipun menanyakan siswa mengenai kegiatan pada pertemuan sebelumnya dan mengecek vocabulary siswa dan juga pronunciation siswa apakah lebih baik. Hal ini dilakukan dengan maksud mengecek apakah siswa berlatih atau tidak dirumah. Karena pada pertemuan sebelumnya peneliti meminta siswa untuk tetap berlatih dan pada pertemuan selanjutnya akan ditanyai secara random.

*"well class, did you study how to pronounce the words correctly last night? How about your vocabulary? Do you find new words?"*

*"bagaimana ada yang sudah menambah koleksi vocabnya?"*

Siswa menjawab beragam untuk pertanyaan pertama dan kedua. Ada yang menjawab belajar adapun yang tidak. Kemudian peneliti mengecek pronunciation siswa dengan beberapa kata.

*"Well, do you know how to pronounce this word [cacoon]?"*

Setelah mengulas aktivitas pada pertemuan sebelumnya, Penelitipun memberitahu siswa untuk kegiatan yang akan dilakukan pada hari ini yaitu bermain interactive game *"the same or different?"* peneliti memberitahukan procedures gamenya terlebih dahulu sebelum meminta siswa untuk memainkannya.

*"okay class, today activity is playing the same or different game. And now I'm going to tell you the rules to play the game."*

Peneliti membagi siswa kedalam dua kelompok dengan jumlah yang sama. Kemudian peneliti memberitahukan aturan mainnya. Seharusnya game dilakukan didalam kelas, namun berhubung game pada hari ini membutuhkan space yang besar peneliti dan siswa pun memutuskan untuk memainkan gamenya di luar kelas. Itupun dengan persetujuan guru. Setelah selesai memberitahukan aturan mainnya peneliti menanyakan apakah siswa sudah mengerti atau belum.

*"Well those are the rules of the game. Do you understand class or do you have any question befor playing the game?"*

Siswapun menjawab kalau mereka sudah paham dengan apa yang akan mereka lakukan. Kemudian peneliti bersama-sama dengan siswa keluar kelas untuk segera memainkan game pada hari ini. Setelah semua siswa sudah membentuk lingkaran

bersama dengan kelompoknya. Peneliti pun membagikan handout kepada siswa. Handout berisi gambar yang berbeda riap kelompoknya: kelompok A dan kelompok B.

Setelah semua handout sudah dibagikan. Peneliti kembali menanyakan apakah siswa sudah benar-benar mengerti dengan apa yang akan mereka mainkan. Setelah dirasa sudah sangat paham. Kemudian peneliti mempersilahkan siswa untuk memulai game mengenai *"reporting animals"*.

*"okay. If there is no question, you may start the game. 1...2...3...start."*

Selama siswa memainkan game peneliti berkeliling memperhatikan siswa saat memainkan game. Sebagian besar siswa terlihat semangat memainkan game. Mereka semua aktif terlibat dalam permainan game dan aktif berbicara dalam menyampaikan report kepada lawan mainnya. Namun karena hari sangat terik, beberapa siswa mengeluh kepanasan sehingga peneliti memutuskan untuk melanjutkan game di teras kelas dan merubah aturannya. Sebelumnya, game mengharuskan tiap-tiap kelompok untuk membuat lingkaran: lingkaran kecil dan lingkaran besar. Namun, karena game harus dipindahkan ke teras sehingga peneliti merubah aturannya untuk tiap kelompok berbaris dan saling berhadapan dan game pun dilanjutkan.

Pada saat melanjutkan bermain game, aktivitas kurang berjalan mulus ada beberapa siswa laki-laki yang membuat kegaduhan. Mereka tidak mengikuti aturan game yang semestinya. Peneliti pun berusaha menegur siswa untuk bermain sesuai dengan prosedur yang sudah diberikan. Game yang berisi 10 gambar untuk saling mereportkan pun usai walaupun kurang berjalan lancar. Setelah selesai peneliti pun meminta siswa untuk kembali ke kelas dan mendiskusikan hasil dari game yang sudah dimainkan.

*"Class, how's the game? Have you done to decide whether the drawings are same or different? Now is the time to discuss the results. What is the answer of number 1? Same or different?"*

Siswa pun menjawab hampir semuanya benar untuk nomer satu. Namun tidak semua siswa berhasil menjawabnya dengan benar. Hanya ada beberapa siswa yang menjawabnya dengan benar. Setelah selesai membahas bersama-sama dengan siswa semua jawabannya. Peneliti pun memberitahukan kegiatan selanjutnya.

Selanjutnya peneliti meminta satu orang siswa untuk membagikan teks report mengenai *"camel"* tiap siswa diberikan satu teks. Kemudian peneliti memberitahukan apa yang harus dilakukan siswa. Siswa diminta untuk menceritakan kembali report text tersebut didepan kelas. Sebelum menampilkannya didepan kelas peneliti memberikan waktu sekitar 5 menit untuk mempersiapkan diri.

Setelah itu peneliti meminta siswa untuk meretell report text tersebut didepan kelas dengan menunjuk siswa satu persatu. Karena waktu sudah selesai dan masi ada siswa yang belum perform maka peneliti pun meminta siswa yang belum perform untuk melanjutkannya pada pertemuan selanjutnya.

Akhirnya peneliti pun menutup pelajaran dengan membuat kesimpulan pelajaran bersama siswa, dengan menanyakan apa saja yang telah dipelajari hari ini dan apa saja kegiatan yang telah dilakukan oleh siswa. Setelah itu, peneliti juga memberikan apresiasi terhadap antusias siswa didalam mengikuti pelajaran, dan kembali mengingatkan untuk siswa yang belum perform.

### Field Note 8, Action 4 Cycle 2

Day/Date : Saturday, 2<sup>nd</sup> February 2013

Time : at 10.15-11.45

Location : Class XI IPA 1

Peneliti bersama guru memasuki kelas dan menyapa siswa. Sebelum memulai pelajaran peneliti meminta ketua kelas untuk memimpin doa. Kemudian peneliti mengecek presensi siswa satu persatu, serta menyapa salah satu murid yang tanganya sedang sakit karena terjatuh. Sebelum memulai pelajaran, peneliti menanyakan terlebih dahulu tentang apa yang dipelajari kemarin. Peneliti menanyakan beberapa siswa untuk mengecek, selain juga secara umum siswa berkomentar satu sama lain.

Setelah itu peneliti menanyakan kepada siswa, apakah ada yang tahu mengenai Halloween?

*"do you know about Halloween or anybody knows the information about Halloween?"*

Siswa menjawab beragam. Ada beberapa siswa yang tahu namun ada juga yang tidak tahu. Sebelum membahas bersama lebih lanjut mengenai Halloween, peneliti pun menunjukkan beberapa gambar kepada siswa dan menanyakan pada siswa apa yang mereka tahu tentang gambar-gambar (haloween, thanksgiving, mobile phone) tersebut.

*"What do you know about this picture (showing the picture to the students)? tell me the information of this picture"*

Siswa menjawab beragam mengenai gambar yang ditunjukkan peneliti. Kemudian peneliti bersama-sama siswa membahas informasi/ gambar yang telah ditunjukkan satu persatu. Gambar tersebut mengenai Halloween, thanks giving dan mobile phone. Setelah pembahasan mengenai gambar yang telah ditunjukkan, kemudian peneliti menyampaikan materi pembelajaran pada hari ini. Pembelajaran hari ini masih mengenai report text namun dengan tema yang berbeda. Materi report text pada pertemuan sebelumnya adalah mengenai animals dan places. Hari ini tema yang dibawakan adalah mengenai social phenomena dan made-up things.

*"Okay, who does still remember about report text? Of course without opening your notes, tell me about report text, the purpose, the generic structure, and the language features of report text."*

Ada beberapa siswa yang menjawab pertanyaan peneliti. Kemudian peneliti menunjuk satu siswa untuk menjelaskan mengenai report text. Setelah pembahasan mengenai report text usai. Peneliti membahas bersama-sama siswa mengenai materi yang akan dipelajari hari ini yaitu mengenai rept text. Setelah semua siswa dirasa sudah cukup paham dan menguasai. Peneliti pun menanyakan apakah ada pertanyaan atau tidak. Namun tidak ada pertanyaan.

Setelah itu peneliti membagikan contoh report text kepada siswa: thanksgiving and mobile phone. Sebelum membahas mengenai generic structure dan language feature yang ada didalam text, peneliti menanyakan kepada siswa untuk melihat kedua text



tersebut per paragraph apakah ada kata-kata yang mereka tidak tahu artinya dan tidak tahu bagaimana cara melafalkan kata tersebut. Setelah itu siswa pun mengecek tiap kata dan menyebutkan beberapa kata. Sebelum memberitahukan pelafalan yang benar, peneliti meminta siswa untuk mengeceknya dikamus terlebih dulu. Setelah itu peneliti bersama-sama siswa melafalkan kata-kata yang dianggap susah bersama-sama. Dan kemudian meminta siswa untuk melafalkannya sendiri tanpa pendampingan dari peneliti. Namun peneliti tetap mengecek dan membetulkan kalau ada pelafalan yang salah. Hal ini dilakukan karena siswa selalu mengeluhkan kesulitan mereka dalam berspeaking adalah vocab dan cara membacanya dan juga grammarnya. Namun sebagian besar siswa mengeluhkan vocab dan pronunciationnya.

Setelah itu peneliti menunjuk beberapa siswa untuk menyebutkan generic structure dan language feature yang ada di dalam teks tersebut.

*"Well, M. Rizki look at text 1, tell me the generic structure of text 1?"*

Peneliti pun melakukan hal yang sama terhadap beberapa siswa. Hal ini dimaksudkan untuk menekankan pemahaman siswa mengenai report text sebelum ke activities. Setelah selesai membahas text. Peneliti memberitahukan aktivitas yang akan dilakukan pada hari ini. Aktivitasnya adalah bermain interaktif game. Interaktif game yang akan dimainkan pada hari ini adalah mengenai *vocabulary building*.

*"Class, now we are going to play an interactive game. The game is vocabulary building. I'm going to tell you the rules of the game so please listen it carefully and make sure that you understand the rules. Okay?"*

Setelah itu peneliti memberitahukan aturan main dari game tersebut. Dan sebelum memulai game peneliti menanyakan kepada siswa apakah ada pertanyaan terkait dengan aturan mainnya ataukah masih ada yang bingung.

*"Okay, those are the rules of the game. Before playing the game, any questions so far? Do you understand the rules of the game? Are you ready to play the game?"*

Karena semua mengaku sudah mengerti dengan betul aturan mainnya. Game pun dimulai. Peneliti menyebutkan satu kata dan menunjuk satu siswa untuk membentuk kata baru. Kata tersebut harus dimulai dengan huruf akhir dari kata yang sudah disebutkan peneliti sebelumnya.

Syaratnya adalah mereka harus melafalkan kata tersebut dengan benar dan tidak boleh menyebutkan kata yang sudah sangat sering atau kata yang sudah sering diucapkan siswa. Siswa juga harus tahu arti dari kata yang disebutkan. Waktu yang diberikan pada tiap siswa adalah 5 detik. Setelah itu siswa yang sudah ditunjuk dan berhasil menjalankan misi dengan baik langsung menunjuk siswa lain untuk melakukan hal yang sama. Dalam waktu 5 detik tersebut, jika siswa tidak dapat menjalankan misi dengan baik mereka harus maju kedepan kelas dan akan diberikan hukuman dari siswa lain yang berhasil dalam game. Jika ada siswa yang gagal permainan kembali dimulai dari peneliti untuk memberikan kata baru dan menunjuk siswa yang lain.

Selama permainan ada beberapa siswa yang gagal. Kebanyakan dari mereka, mereka tidak bisa menyebutkan kata baru dan tidak bisa melafalkan kata tersebut dengan benar. Setengah perjalanan dalam memainkan game ada sekitar 10 siswa yang gagal. Maka peneliti memutuskan untuk memainkan permainannya dalam dua ronde. Ronde pertama pun dihentikan. Kemudian peneliti menanyakan pada siswa yang berhasil untuk menentukan hukuman yang akan diberikan pada beberapa siswa yang gagal.

*“Class, please decide the punishment for your friends here. Please give them a simple punishment.”*

Selama permainan, peneliti mencatatkan setiap kata yang disebutkan siswa di white board. Sehingga siswa yang gagal diberi hukuman untuk dapat melafalkan kata-kata terbetuk dengan benar baru diperbolehkan kembali ketempat duduknya. Setelah semua siswa kembali ketempat duduknya, permainan ronde ke dua pun dilanjutkan dengan aturan yang sama. Namun sebelum memulai peneliti meminta beberapa siswa untuk membuat kalimat dengan kata yang ada di papan tulis. Peneliti menunjuk siswa dan menyebutkan katanya, lalu siswa menyebutkan kalimatnya. Setelah itu permainan dimulai kembali.

Kembali beberapa siswa gagal dan maju kedepan kelas. Karena waktu menunjukan sekita 7 menit lagi selseai pelajaran. Siswa pun meminta untuk melakukan hukuman yang menghibur. Beberapa siswa meminta siswa yang dihukum untuk menyanyikan lagu dalam bahasa Inggris. Namun, siswa yang akan dihukum keberatan.

Waktu yang sudah semakin dekat untuk usai jam pelajaran pada kali ini, sehingga peneliti mengusulkan hukuman untuk mereka melakukan apa yang diminta (instruction), peneliti pun memeberikan hukuman untuk bermain *“if you happy and you know”*, hal ini dilakukan karena siswa-siswa yang berhasil meminta untuk hukumannya berupa hiburan.

Setelah usai peneliti meminta siswa untuk merangkum pelajaran dan kegiatan yang dilakukan pada hari ini.

*“Okay class, that’s all for today, what do you learn today?”*

Bersama-sama dengan siswa, peneliti merangkum semua materi dan kegiatan yang dilakukan pada hari ini, kemudian menutup pelajaran pada hari ini dan memberitahukan kegiatan yang Akan dilakukan pada pertemuan berikutnya yakni akan bermain game namun dengan game yang berbeda.

## **Field Note 9, Action 5 Cycle 2**

Day/Date : Wednesday, 6<sup>th</sup> February 2013

Time : at 10.15-11.45

Location : Class XI IPA 1

Peneliti memasuki sementara guru bahasa Inggris kelas XI IPA 1 sebagai collaborator akan masuk kelas aga terlambat. Setelah itu penelit menyapa siswa dan menanyakan kabar siswa. Sebelum memulai pelajaran peneliti meminta ketua kelas untuk memimpin doa. Kemudian peneliti mengecek presensi siswa satu persatu, serta menyapa siswa yang kemarin sempat sakit. Karena peneliti mendapatkan kabar bahwa salah satu siswa: Desi sempat ke puskesmas kemarin. Pada hari ini hanya ada satu siswa yang ridak berangkat yaitu Beti Kurniati karena sakit.

Setelah mengecek semua kehadiran siswa, peneliti menanyakan tentang materi dan aktivitas yang dilakukan pada pertemuan sebelumnya.

*“who does still remember the previous material and the previous activity?”*

Hampir semua siswa menjawab dengan jawaban yang sama. Mereka masih mengingat mengenai materi pada pertemuan sebelumnya dan juga aktivitas yang dilakukan pada pertemuan sebelumnya, yakni mengenai report text dan teks yang dibahas adalah *thansgiving dan mobile phone*. Siswa pun menjawab jika pada pertemuan sebelumnya aktivitas yang dilakukan adalah bermain interaktif game untuk meningkatkan vocabulary dalam kemampuan berspeaking siswa.

Sebelum melanjutkan pada aktivitas yang akan dilakukan pada pertemuan kali ini, peneliti bersama-sama siswa mengulas sedikit mengenai pembahasan yang dilakukan pada pertemuan sebelumnya.

*“Okay class tell me more about the previous material. What did you learn in the previous meeting?”*

Pada saat peneliti dan siswa bersama-sama membahas mengenai pembelajaran pada pertemuan sebelumnya, guru pun memasuki kelas.

Setelah selesai pembahasan, peneliti memberitahukan mengenai aktivitas yang akan dilakukan pada pertemuan kali ini. Seperti yang sudah diberitahukan pada pertemuan sebelumnya bahwa pada pertemuan kali ini mereka akan melakukan aktivitas yang sama seperti pada pertemuan sebelumnya yaitu memainkan interaktif game namun dengan game yang berbeda.

Game yang akan dimainkan pada hari ini yaitu *“definition game dan interview game.”* Kemudian sebelum memulai bermain game peneliti memberitahukan siswa terlebih dulu bahwasannya game yang akan dimainkan terlebih dulu adalah *definition game*. Setelah itu peneliti memberitahukan rules atau aturan main dari game tersebut.

*“Well, before playing the game. I’m going to tell you the rules and the procedures of the game, so listen it carefully, okay?”*

Kemudian peneliti menjelaskan aturan mainnya, bahwasannya kelas akan dibagi kedalam dua kelompok. Tujuan akhir game kali ini adalah untuk menentukan definisi yang benar yang sesuai dengan definisi kamus. Aturan main pada definition game adalah tiap-tiap kelompok harus menentukan satu orang yang akan ditujuk untuk menebak definisi yang benar menurut yang ada di kamus. Setelah menentukan satu siswa dari tiap-tiap kelompok, siswa tersebut diharapkan untuk menunggu di depan kelas sampai mereka dipanggil kembali. Sisanya yakni siswa yang lainnya dalam tiap kelompok tersebut diminta untuk mendiskusikan bersama kata-kata apa yang akan mereka ambil untuk dicari definisinya dalam kamus. Kata tersebut harus berhubungan dengan materi yang sudah diajarkan. Tiap kelompok hanya berhak menentukan satu kata. Setelah ditemukan katanya. Dari semua siswa yang ada di tiap-tiap kelompok tersebut hanya ditentukan satu orang untuk memiliki/ memberikan definisi yang benar menurut kamus (inggris-inggris). Sisanya mereka diharuskan membentuk/ membuat definisi fiksi dari kata tersebut. Mereka diharuskan membuat definisinya sendiri. Setelah semua siswa sudah siap dengan definisinya masing-masing, kedua siswa yang menunggu di depan kelas pun dipanggil kembali untuk masuk kedalam kelas. Aturan mainnya sedikit dirubah yaitu siswa yang mewakili kelompok masing-masing diharapkan untuk menebak definisi kelompok lain. Kelompok yang tidak bias menebak dengan benar akan kalah dan berhak menerima hukuman dari kelompok yang kalah.

Game pun dimulai, wakil dari tiap-tiap kelompok di perbolehkan untuk bertanya definisi yang mereka miliki. Wakil dari kelompok tersebut pun diijinkan untuk berkeliling

dan menanyai satu persatu siswa akan definisinya mengenai kata yang sudah mereka tuliskan di papan tulis.

Selama bermain game siswa terlihat begitu antusias dan aktif dalam memberikan definisi mereka mengenai kata yang dimainkan, karena tiap kelompok ingin menjadi pemenangnya. Semua siswa pun menunjukkan interaksi yang baik diantara reporter dan siswa-siswa di dalam kelompoknya masing-masing agar reporter dapat menebak dengan benar definisi yang sebenarnya (definisi dari kamus).

Pada game kali ini kelompok A pun kalah karena tidak bias menebak dengan benar definisi kamus dari kata yang diberikan. Kata yang ditentukan dari kelompok masing-masing adalah: *device and wreath*.

Kelompok A menerima kekalahan itu artinya mereka siap untuk mendapatkan hukuman yang akan disiapkan oleh kelompok B. namun sebelum hukuman dijalankan peneliti meminta siswa untuk melanjutkan pada aktivitas yang selanjutnya yaitu bermain interview game.

Pada game kali ini tiap-tiap siswa diberikan table berisi nama dan informasi mengenai report. Tiap siswa diminta untuk menginterview teman-teman mereka mengenai acara-acara yang ada di daerah mereka masing-masing. Kemudian mereka diminta untuk mencatatkan nama dan informasi yang mereka peroleh dari interview yang mereka lakukan dengan batas waktu yang sudah ditentukan. Setelah interview selesai siswa diminta untuk mereportkan hasil interview mereka masing-masing didepan kelas. Siswa yang berhasil menginterview siswa lain yang paling banyak menjadi pemenangnya.

Setelah usai dengan semua kegiatan interaktif game kali ini. Dengan waktu yang sudah hampir selesai. Peneliti meminta siswa untuk melakukan hukuman pada kelompok yang kalah dilakukan pada pertemuan berikutnya.

Sebelum menutup pelajaran pada hari ini, peneliti menanyakan pada siswa apa saja yang sudah didapat apa saja yang sudah dilakukan dan di pelajaru pada hari ini. Peneliti pun memberitahukan tujuan dari aktivitas yang sudah dilakukan.

*"Okay, before closing our class today, let us summarizes today activities. What do you learn today? And I'll tell you the purposes of today activities."*

Bersama-sama dengan siswa, peneliti merangkum semua materi dan kegiatan yang dilakukan pada hari ini, kemudian menutup pelajaran pada hari ini dan memberitahukan kegiatan yang Akan dilakukan pada pertemuan berikutnya yakni akan bermain game namun dengan game yang berbeda.

#### **Field Note 10, Action 6 Cycle 2**

Day/Date : Friday, 9<sup>th</sup> February 2013

Time : at 10.15-11.45

Location : Class XI IPA 1

Peneliti memasuki kelas bersama dengan guru setelah bel masuk berbunyi. Sebelum memulai pelajaran, peneliti meminta siswa untuk berdoa terlebih dahulu, peneliti pun meminta ketua kelas untuk memimpin doa.

Setelah itu, peneliti menyapa siswa dilanjutkan dengan mengecek presensi siswa. Tiga siswa tidak hadir dikelas 1 siswa wanita tidak dapat hadir karena ijin dispensasi dari sekolah untuk mengikuti bimbingan untuk lomba kimia. Satu siswa sakit dan satu siswa lainnya ijin untuk kepentingan keluarga.

Setelah itu peneliti memulai pelajaran hari ini dengan menanyakan apa yang telah dipelajari pada pertemuan sebelumnya. Siswa menjawab beragam, berkaitan dengan aktivitas yang dilakukan pada pertemuan sebelumnya yakni melakukan interaktif game. Peneliti pun menanyakan mengenai tujuan dari dilakukannya aktivitas interactive game yang dilakukan pada pertemuan sebelumnya. Kemudian peneliti dan siswa membahas sekilas mengenai kegiatan pada pertemuan sebelumnya. Selanjutnya peneliti memberitahukan tentang kegiatan yang akan dilakukan pada hari ini yang sudah diberitahukan pada pertemuan sebelumnya, bahwasanya hari ini akan dilakukan aktivitas bermain interactive game seperti biasanya.

*"Okay class, I told you in the previous meeting that today activity is again playing an interactive game, before playing the game let me tell you the rules of today game. So class listens to me carefully and asks me if you have any questions, okay?"*

Peneliti pun kemudian memberitahukan permainan yang akan dilakukan pada aktivitas hari ini disertai dengan memberitahukan aturan bermainnya. Permainan hari ini seperti biasa bertujuan untuk melatih speaking siswa dengan melakukan interaksi antar siswa dan interaksi antara siswa dengan peneliti.

Permainan yang akan dimainkan pada hari ini adalah *"gussing game"* tujuan permainan kali ini selain untuk melatih siswa berbicara dan melihat interaksi siswa, peneliti pun melihat sejauh mana perkembangan speaking siswa pada aspek-aspek speaking yang diajarkan seperti *pronunciation, vocabulary, fluency dan accuracy* siswa.

Kemudian peneliti memberitahukan aturan main pada game kali ini bahwasannya pada game kali ini kelas akan dibagi kedalam 2 kelompok. Selanjutnya tiap kelompok dipersilahkan untuk mendiskusikan bersama untuk menunjuk satu siswa yang akan melakukan tugas sebagai reporter di depan kelas. Tugas reporter adalah untuk mereportkan tiap kata yang ada pada tiap card untuk disampaikan pada anggota kelompok yang lain. Pada game kali ini peneliti menyiapkan beberapa cards dan pada tiap-tiap card terdapat beberapa kata yang berbeda dengan 2 kategori yang sudah ditentukan, yakni: *made-up things dan social phenomena*. Kelompok A memilih untuk memainkan kartu dengan kategori social phenomena, sedangkan kelompok B bermain dengan kategori made-up things. Tiap kartu diberi waktu menjawab hanya 1 menit. Artinya dengan 10 kartu yang ada di tiap kategorinya tiap kelompok diberikan waktu 10 menit. Reporter pada saat menyampaikan informasi mengenai kata yang ada didalam kartupun diijinkan untuk berinteraksi dengan anggota kelompoknya yang lain. Anggota yang lain pun saat menebak kata diijinkan untuk menanyakan pertanyaan pada reporter dengan cara mengangkat tangan. Sebelum melakukan permainan peneliti menanyakan pemahaman siswa akan aturan main pada game kali ini. Namun, siswa menjawab tidak ada pertanyaan yang akan ditanyakan dan mereka sudah cukup paham dengan aturan mainnya.

*"Well, those are the rules of the game. Before playing the game, any questions so far?"*

Kemudian, game pun dimulai dengan kelompok A terlebih dahulu yang diberikan waktu bermain. Dilanjutkan dengan kelompok B setelahnya. Selama game dimainkan, game berjalan kurang baik pada awalnya karena beberapa siswa kurang mengindahkan aturan yang ditentukan. Kemudian peneliti mengingatkan siswa akan aturan yang sudah ditentukan dari game.

*"I told you guys the rules of the game. So you need to follow the rules, okay?"*

Siswa pun melakukan apa yang diperintahkan peneliti. Lambat laun game bias berjalan lancar. Pada game kali ini kelompok A berhasil menebak 9 dari 10 kata yang terdapat pada cards dengan kategori social phenomena, hanya satu kata yang tidak dapat ditebak karena reporter mengalami kesulitan pada saat mereportkan informasi mengenai kata tersebut. Kata tersebut adalah *Kpop waves*.

Sedangkan kelompok B hanya berhasil menebak 8 kata. 2 kata tidak dapat ditebak dengan benar. 2 kata tersebut adalah *cupboard* dan *washing machine*. Kendala yang didapat dari kedua kelompok adalah mereka tidak berhasil mereportkan informasi dari setiap kata dengan baik. Penyampaiannya kurang berjalan lancar. Berdasarkan hasil sudah terlihat bahwasannya kelompok A adalah pemenang pada game kali ini.

Setelah bermain game dan sebelum memberikan hukuman seperti biasa peneliti meminta siswa bersama-sama untuk membahas game pada kali ini mengenai tujuan dan pembelajaran yang didapat pada game kali ini. Seperti biasa penelitipun selalu mengingatkan siswa bahwasannya dari setiap game yang dimainkan bukanlah hasil yang terpenting tetapi proses mereka memainkan game tersebut dengan proses mereka berlatih speaking pada game-game yang telah dimainkan.

*"Class, I told you many times that the most important thing while playing an interactive game like you did is not the result who's the winner or who's the loser. I told you that the process of practicing your speaking skill during playing the game is the most important. You need to know after playing the game whether there is an improvement on your speaking skill or not or atleast your speaking today is better than before. Okay?"*

Peneliti selalu melihat ekspresi siswa ketika peneliti sedang berbicara apakah semua siswa terlihat mengerti atau tidak jika tidak biasanya peneliti akan mengulangi perkataannya dengan lebih keras dan lebih pelan dan mengucapkan tiap kata-kata yang penting dengan penekanan yang lebih. Jika masih ada siswa yang belum paham biasanya peneliti langsung menggunakan bahasa Indonesia.

Dengan sisa waktu yang masih banyak, sebenarnya peneliti akan melanjutkan aktivitas dengan melakukan individual activity, yakni siswa diminta untuk perform speaking dengan melakukan reporting di depan kelas disesuaikan dengan kategori yang telah mereka pejalaji. Namun ada osis yang masuk kelas dan meminta waktu untuk membahas mengenai perlombaan-perlombaan dan persiapan istigosa yang akan dilakukan pada hari senin. Perlombaan dilakukan untuk memperingati hari Maulid Nabi. Waktu pun banyak tersisa akhirnya bel tanda kelas berakhirpun berbunyi, penelitipun memutuskan untuk melakukan kegiatan selanjutnya pada pertemuan mendatang. Hal ini pun peneliti diskusikan dengan guru. Setelah itu peneliti menutup kelas pada pertemuan kali ini dan tidak lupa memberikan ucapan untuk menikmati weekend.

### Field Note 11, Action 7 Cycle 2

Day/Date : Wednesday, 13<sup>th</sup> February 2013

Time : at 10.15-11.45

Location : Class XI IPA 1

Peneliti memasuki kelas didampingi guru kelas setelah bel pelajaran kelima masuk. Setelah itu peneliti menyapa siswa dilanjutkan dengan berdoa sebelum memulai pelajaran. Kemudian peneliti mengecek presensi siswa. Pada hari ini siswa lengkap semua siswa hadir didalam kelas.

Seperti yang diberitahukan pada pertemuan sebelumnya bahwasannya hari ini speaking performance siswa untuk di cycle dua ini untuk individual task mengenai report text di depan kelas dengan tema yang sudah ditentukan yakni: *social phenomena dan made-up things*, peneliti meminta siswa untuk membahas mengenai semua materi yang sudah di ajarkan dan aktivitas-aktivitas yang sudah dilakukan selama ini.

*“Okay class, before performing your speaking performance in front of the class. Let us summarise all the materials during the teaching and learning process. What did you learn?”*

Siswa pun secara serempak menjawab bersama-sama dengan jawaban yang berbeda. Peneliti pun mengguide siswa mengenai materi apa saja yang sudah dipelajari, aktivitas-aktivitas apa saja yang sudah dilakukan dan tujuan dari setiap aktivitas yang sudah dilakukan dengan melontarkan pertanyaan pada siswa. Setelah selesai pembahasan, peneliti kemudian melanjutkan ke aktivitas selanjutnya yakni untuk menilai speaking siswa. Siswa diminta untuk perform speaking di depan kelas secara individu. Seperti biasanya untuk pertama peneliti menawari siswa untuk siapa yang mau maju pertama maju terlebih dahulu.

*“Okay, who's going to be the first performer?”*

Pada kesempatan pertama siswa masih malu-malu dan belum berani. Namun semakin dipancing akhirnya dani sutikna mau perform pertama. Dilanjutkan dengan Desi dan setelah itu semua siswa tanpa harus ditunjuk untuk maju kedepan mereka maju kedepan untuk perform dengan sendirinya.

Setelah semua siswa selesai perform. Kemudian peneliti pun memberitahukan bahwasanya hari ini adalah hari terakhir untuk mengajar dikelas yang artinya penelitian yang dilakukan peneliti sudah selesai. Namun masih ada satu kali pertemuan lagi untuk melakukan posttest pada sabtu mendatang. Peneliti meminta siswa untuk mempersiapkan diri untuk posttest mendatang.

### Field Note 12, Posttest

Day/Date : Saturday, 16<sup>th</sup> February 2013

Time : at 10.15-11.45

Location : Class XI IPA 1

Peneliti memasuki kelas XI IPA 1 setelah bel berbunyi. Peneliti menyapa siswa dikelas dan memberitahukan kembali mengenai pertemuan kali ini untuk melakukan posttest terhadap siswa seperti yang sudah diberitahukan pada pertemuan sebelumnya. Peneliti memberitahukan posttest yang akan dilakukan yakni mengenai speaking dengan melakukan report dengan tema yang sudah dipelajari selama ini. Setiap siswa diminta untuk perform kedepan dan diberikan waktu maximal 2 menit bagi setiap siswa.

Setelah semua siswa selesai perform didepan, Peneliti pun menyampaikan bahwa setelah ini akan diadakan wawancara dengan beberapa siswa dikelas untuk mengetahui bagaimana perkembangan mereka dalam pelajaran *speaking* setelah diajar menggunakan teknik interactive games selama 7 kali pertemuan ini. Peneliti juga mengucapkan terima kasih atas partisipasi dan kerjasama siswa/i dikelas selama peneliti mengajar selama ini dan sekaligus menutup pelajaran di kelas.



# **APPENDIX G**

## **INTERVIEW**

### **TRANSCRIPTS**

## INTERVIEW TRANSCRIPT

### A. Interview Transcript before Actions

#### Interview 1

Day/ Date : Tuesday, 27<sup>th</sup> November 2012.

Location : Teacher's room

Time : at 09.30 a.m.

The researcher meets the English teacher of XI IPA 1 to do the interview related to the teaching and learning process in the class especially for speaking skill.

**P= Peneliti**

**G= Guru**

P: selamat pagi bapak..

G: selamat pagi. Bagaimana?

P: iya ini bapak saya ingin menanyakan beberapa hal. Ini terkait pembelajaran di kelas aja sih pak. Kalau menurut bapak sendiri sebenarnya potensi anak-anak di MAN Majenang ini terhadap Bahasa Inggris itu interestnya sampai sejauh mana ya pak?

G: kalau di MAN Majenang sebenarnya minat anak-anak itu cukup tinggi, cuman kadang ada apa namanya ya terbentur dengan kegiatan-kegiatan yang lain contohnya umpamanya disini mengadakan yang namanya ECC (english Club) nah itu bisaanya terbentur dengan ekstra yang lain. Jadi anak, karena bahasa Inggris menurut mereka agak sulit.. menurut mereka agak sulit jadi mereka beralih ke ekstra yang lain yang mungkin mereka anggap lebih mudah dan tidak terlalu membutuhkan pemikiran gitu.

P: kalau sebagai guru kelas 2 sendiri kelas XI sendiri menurut bapak juga gimana sih minat anak-anak selama dikelas terhadap Bahasa Inggris?

G: oh.. iya, minatnya cukup bagus ya.. apalagi untuk kelas-kelas IPA itu. Kelas-kelas IPA beda dengan kelas IPS. Kelas IPA itu sangat bagus sekali untuk minat anak-anak cukup bagus antusias juga.

P: itu kan kalau secara minat ya pak. Kalau misal dilihat dari kemampuan anak-anaknya sendiri terhadap Bahasa Inggris.

G: mmm.. iya untuk kemampuan ya saya pikir kebanyakan rata-rata mbak bisa saja lah gitu. Ya rata-rata paling yang diatas rata-rata kan dalam satu kelas nya itu kan paling satu dua tiga atau gak sampai lima orang saja.

P: kalau untuk proses belajar-mengajarnya sendiri di kelas. Proses belajar-mengajar kegiatan bahasa Inggris sendiri seperti apa pak? Apa ada masalah ada hambatan atau bagaimana?

G: oh.. kalau masalah seperti itu mesti ada mbak. mesti ada. Apalagi ya maaf ini bukan kita mengenyampingkan untuk program dari sekolahan seperti IPA dan IPS. Kita akan lebih enjoy ketika mengajar di kelas IPA. Karena apa? Anak-anak IPA itu sudah aktif sendiri beda dengan anak-anak IPS. Kalau anak-anak IPS itu perlu di pancing-pancing terus gitu. Perlu ada motivasi yang tinggi gitu dari gurunya. memberikan motivasi itu bukan ketika apa namanya ee... bisa seminggu, sebulan tapi itu setiap pertemuan harus selalu memberikan motivasi, beda dengan anak IPA. Kalau anak IPA sekali dikasih motivasi insyallah mereka kebanyakan, walaupun tidak semuanya kebanyakan ya oke lah.

P: hehehe... biasanya kalau mengajar dikelas itu masalah-masalah yang ditemuin itu apa aja sih pak? Hambatannya atau masalahnya apa aja?

G: oh iya-iya.. sebenarnya Cuma satu yang jadi hambatan anak itu apa vocab.

P: vocab. Mmm...

G: yang jadi hambatan itu vocab

P: kalau masalah students' attentionnya sendiri itu seperti apa pak? Mmm... perhatian anak-anak ketika kita mengajar ketika bapak mengajar dikelas itu sendiri gimana rame atau bagaimana/ itu jadi hambatan atau..?

G: ketika mereka mengerti apa yang saya katakan, ketika mengerti apa yang kita ajarkan disana anak-anak rame tapi nyambung. Tapi ketika anak mungkin kurang mengerti mereka diam.

P: cenderung lebih pasif berarti ya pak

G: iyah cenderung lebih pasif gitu

P: dari ke-empat skill yang diajarkan: speaking, listening, reading, writing itu menurut bapak skill mana yang paling sulit diajarkan?

G: oh kalo dari empat itu semuanya sebenarnya ya sama-sama sulit ya mbak. Cuma memang speaking paling sulit untuk diajarkan ke anak-anaknya.

P: menurut bapak sendiri speaking itu seperti apa?

G: oh itu ya.. ya kalau menurut saya speaking itu sangat penting sekali mbak karena apa? okelah seperti umpamanya kita ketempat wisata ya, yang namanya tempat wisata kan grammar yang segala macam tidak terlalu dibutuhkan yang dibutuhkan kan only speakingnya kan. Mau itu betul apa salah yang penting suara kita keluar.

P: berani

G; berani kan? Nah yang seperti itu. Jadi.. malah saya sering menekankan ke anak-anak didik itu supaya mereka berani untuk berbicara. Malah kadang saya memancing anak itu dengan pertanyaan, jawabnya cobalah harus dengan bahasa Inggris. Tidak bisa campur dengan bahasa Indonesia, bahasa Indonesia tidak bisa masa sih harus menggunakan bahasa Jawa atau bahasa Sunda. Seperti itu.

P: kalau untuk confidence nya anak-anak sendiri untuk speaking itu seperti apa bapak?

G: setiap anak punya confidence nya berbeda. Kadang anak yang percaya diri itu ada. Walaupun itu salah apa yang dia katan itu salah tapi percaya dirinya tinggi itu ada. Terus kadang ada yang pintar tapi nggak berani untuk mengungkapkan.

P: kurang percaya diri itu tadi ya pak

G: he'eh banyak yang seperti itu. Secara teori secara tertulis dia bisa tetapi ketika suruh berbicara suruh speaking itu susah. Itu banyak yang seperti itu.

P: menurut bapak kenapa bisa terjadi hal seperti itu?

G: ya itu tadi mbak, bisaanya karena takut salah, nggak berani, ya malu-malu kalo disuruh berbicara karena takut salah itu tadi gitu mbak.

P: berarti selain confidence dan vocab itu kan dua masalah krusial di speaking ya pak, tapi selain itu ada masalah apa lagi sih selama mengajarkan speaking itu?

G: kalau sepengetahuan saya dan sepengalaman saya selama mengajar itu seperti itu saja.

P: mm.. berarti utamanya memang vocab dan confidence saja.

G: vocab dan confidence saja. Jadi kadang-kadang anak walaupun ada didalam benaknya itu apa malu untuk mengatakan takut salah pikirannya seperti itu takut salah takut ditertawakan teman-teman.

P: kalau untuk selama mengajarkan speaking sendiri bisaanya bapak menggunakan teknik atau aktivitas semacam apa kepada anak-anak.

G: mm... bisaanya saya memberikann untuk speaking saya membuatkan sebuah kelompok untuk diskusi dan kemudian nanti mempresentasikan kedepan. Jadi sejauh mana anak bisa mempresentasikan kedepan itu akan satu melatih kepercayaan diri yang kedua melatih speaking. jadi kan kedua-duanya sudah kena disitu.

P: selain diskusi apa lagi ya pak?

G: selain itu bisaanya saya selain itu saya mengadakan tes lisan

P: tes lisan

G: iya tes lisan. Kita memberikan beberapa pertanyaan bisaanya contoh mengenai keseharian. Keseharian dia seperti apa dan dianya berbicara.

P: oh okay. Buat aktivitas yang terkait dengan interactive activity salah satunya kan juga dengan menggunakan interactive game ya pak. Apakah bapak pernah mengaplikasikan ya menggunakan interactive game dikelas untuk mengajarkan speaking sama anak-anak?

G: sementara ini belum. Jadi saya hanya dua itu tadi ketika speaking itu ada model Tanya jawab gitu yah kemudian yang kedua diskusi. Lagipula kalau mengajarkan speaking yang penting anak bisa senang insyallah berhasil karena apa? Untuk pembelajaran bahasa Inggris yang pertama anak bisa senang dulu setelah itu beralih pengen tau apa sih. Setelah itu mereka akan berusaha. Sepengetahuan saya bisaanya seperti itu.

P: iya bisaanya begitu. Ini terimakasih loh pak untuk waktunya.

G: oh iya-iya.

## Interview 2

Day/ Date : Monday, 26<sup>th</sup> November 2012.

Location : Class XI IPA 1

Time : at 12.00 a.m.

After observing the students in the class, the researcher asked the former six students *to be interviewed about their speaking-learning* in the classroom.

**P= Peneliti**

**S= Siswa**

P: Siang ade?

S: iya mbak siang.

P: ade saya mau nya-nanya ini. Ade Nely suka nggak sih sama pelajaran bahasa Inggris.

S: ya suka mbak

P: kenapa suka.

S: ya bahasa Inggris kan bahasa asing mbak terus juga sekarang kana pa-apa bahasa Inggris.

P: kalo suka berarti gurunya kalo ngajar dikelas enak ya.. sesuai sama yang ade pengen kalo pas ngajar.

S: ya nggak juga sih mbak kadang-kadang aja. Kadang-kadang juga ngebosenin.

P: emang kenapa bisa ngebosenon?

S: ya soalnya kadang gitu-gitu aja.

P: gitunya gimana?

S: ya paling ngerjain soal, terus baca disuruh terjemahin satu-satu.

P: oh gitu. Kalo selama pelajaran ade ini PD nggak kalo misal nanya atau ngomong pake bahasa Inggris?

S: ya nggak juga sih mbak.

P: kenapa emangnya?

S: ya soalnya kalo ngomong kan susah.

P: apa yang bikin ngomong susah.

S: ya kosakatanya, terus takut salah juga mbak.

P: takut salahny, salah gimana?

S: ya salah ngomongnya apa salah grammarnya juga.

P: maksudnya salah ngomong. Salah pronunciation nya?

S: iya mbak salah bacanya gitu.

P: terus kalau udah gitu gimana cara ade ngatasinya?

S: ya kadang buka kamus apa kadang nanya sama pak guru.

P: oh gitu. Kalau belajar speaking pernah nggak dikasih aktivitas yang menarik misalnya game atau apa gitu.

S: ya paling cuma baca apa nerjemahin mbak atau ya dialog lah gitu-gitu aja.

P: oh gitu. Ok de makasih ya untuk waktunya.

S: iya mbak sama-sama.

### Interview 3

**P= Peneliti**

**S= Siswa**

P: siang dek desi?

S: siang juga mbak

P: boleh nanya-nanya ya?

S: oh iya silahkan mba

P: dek desi suka pelajaran bahasa Inggris?

S: iya suka sekali dari kecil dari SD waktu ada pelajaran bahasa Inggris sejak saat itu saya mulai suka pelajaran bahasa Inggris

P: sukanya kenapa?

S: mmm... saya rasa menarik ya belajar bahasa asing yang kedengarannya kita nggak pernah ngedengerin sebelumnya terus juga karena bahasa Inggris itu kan bahasa internasional jadi kalo misalnya kita bisa menguasai itu kita bisa apa ya.. e... kita bisa mempunyai wawasan yang luas tentang dunia lain juga

P: mmm.. kalo boleh tau gimana sih proses pengajaran bahasa Inggris dikelas?

S: mmm... gimana ya kalo prosesnya sendiri mungkin tergantung dari basic pengajarannya ya kalo misalnya di smp sama sma pasti beda. Tapi kalo menurut saya yang lebih didalam itu ya mungkin penguasaan kosakata dan penggunaan grammar yang tepat mungkin itu aja.

P: oh iya... terus kalo di dalam kelas guru bahasa inggrisnya pas ngajar itu selalu menggunakan bahasa Inggris atau...?

S: mmm.. mungkin karena melihat kemampuan siswa ya jadi e... sangat dikit sekali guru yang menggunakan bahasa Inggris di dalam kelas mungkin Cuma dalam waktu-waktu tertentu dan kebanyakan itu selalu di terjemahkan ke bahasa Indonesianya.

P: oh gitu... kalo masalah aktivitas atau materinya sendiri itu gimana?

S: ya kalo menurut saya pribadi sih perkembangan materinya itu2 saja yang dipelajari

P: contohnya?

S: contohnya ya misalnya penggunaan report teks selalu dipelajari. Jadi ya Cuma pengembangan kosakata yang perlu ditingkatkan.

P: mmm gitu. Ade Pedede nggak kalo disuruh ngomong pake bahasa Inggris?

S: mmm... kalo itu ya lumayan.

P: lumayan Pedede yah.. mmm kenapa lumayan?

S: mmm... apa yah mungkin karena kalo dari diri saya pribadi ya mungkin temen2 menganggapnya saya bisa jadi disitu letak kepedean saya.

P: apa selama pelajaran berlangsung ade suka berbicara dengan menggunakan bahasa Inggris?

S: ya kalo misalnya untuk komunikasi dengan guru saya usahakan pake bahasa Inggris untuk melatih kemampuan berbicara saya

P: selama berbicara dengan bahasa Inggris ngalamin kesulitan nggak sih?

S: banyak. Terkadang keraguan-keraguannya itu dalam penyusunan kata-katanya kadang sempet berpikir dulu ini grammarnya udah tepat apa belum itu yang sering sekali muncul dalam keseharian saya

P: selain grammar bisaanya kesulitan apa lagi yang dialami?

S: e.. kadang bisaanya dalam otak udah terpikir kosakatanya ini tapi karena mungkin belum terlalu terbiasa ngomong pake bahasa Inggris jadinya suka ilang duluan kalo mau ngomong.

P: jadi kesimpulannya dari ke-empat skill yang ada yang paling susah skill yang mana untuk ade?

S: yang paling susah skill speakingnya.

P: karena apa?

S: ya meskipun sebenarnya untuk kemampuan speaking itu sendiri bisa dilatih Cuma kan e... tingkat kepedean juga keyakinan itu yang susah untuk benar-bener yakin pas ngomong.

P: terus gimana caranya ngatasin kesulitan-kesulitan yang ada didalam mempelajari speaking?

S: e.. bisaanya kalau saya itu belajar speakingnya itu apa yah terutama itu belajar grammarnya dulu dan grammarnya kebanyakan sih saya pelajari dari buku-buku bacaan yang bisa.. mmm apa ya menunjang kosakata dan grammarnya itu,

P: apa guru pernah memberikan aktivitas yang menarik sehingga mempermudah ade ini untuk mempelajari speaking?

S: mmm.. untuk saat ini saya rasa kurang ya

P: aktivitas yang kaya gimana sih yang diinginkan de desi ini untuk belajar speaking

S: kalo menurut saya tu untuk belajar speaking ya lebih dikedepankan kepada keaktifan dari siswa itu sendiri jadi saya pengen seperti ada apa ya seperti kelompok diskusi terus saling menanggapi ya seperti dialog interaktif mungkin dengan cara itu kita juga lebih bisa untuk berlatih speaking.

P: ada interaksi lah ya.

S: iya interaksi antara guru dengan siswa

P: oke that's all. Thank you buat waktunya ya de ya

S: iya mbak sama-sama.

#### Interview 4

**P= Peneliti**

**S= Siswa**

P: siang ade?

S: siang.

P: boleh nanya tentang bahasa Inggris ya?

S: boleh.

P: de faith suka nggak dengan bahasa Inggris

S: lumayan suka

P: kenapa lumayan suka?

S: karena Inggris itu menyenangkan

P: selain itu

S: ya karena menarik.

P: ya.. menurut de faith sendiri gimana sih guru selama mengajarkan bahasa Inggris dikelas. Menurut de faith guru kalo lagi ngajar dikelas itu gimana? Apa menyenangkan apa menarik atau ngebosenin?

S: ya menyenangkan tapi terkadang membosankan

P: kenapa ngebosenin? Ya kenapa? Mungkin kasih materinya itu-itu terus atau gimana?

S: ya seringnya materinya itu-itu terus.

P: menurut de Fatih aktivitasnya itu kaya gimana ajah selama dikelas?

S: ya paling Cuma membaca, ngerjakan soal, nerjemahin

P: menurut de Fatih dari ke-empat skill yang ada, skill yang mana yang paling susah menurut de Fatih?

S: speaking

P: kenapa speaking?

S: karena kosakata yang saya miliki kurang.

P: selain kosakata? Nah de Fatih PD nggak kalo ngomong pake bahasa Inggris selama pelajaran dikelas

S: PD nggak PD

P: ko bisa, kenapa bisa gitu?

S: ya susah mbak.

P: dari semua kesulitan-kesulitan di speaking itu gimana cara ade mengatasinya?

S: lebih sering membaca

P: apa guru dikelas pernah kasih aktivitas yang menarik dan bikin ade lebih mudah belajar speakingnya?

S: jarang sih

P: bisaanya ngapain ajah sih untuk belajar speaking di kelas? Bisanya ngapain ajah? Apa bapanya Cuma kasih materi doing...?

S: ya kasih materi terus kadang-kadang disuruh praktek.

P: oh ok makasih ade. Saya rasa itu ajah.

S: iya mbak.

## Interview 5

**P= Peneliti**

**S= Siswa**

P: selamat siang dengan ade siapa?

S: oh iya selamat siang, dengan ade Irna mbak

P: mbak mau nanya-nanya ya?

S: oh iya silahkan

P: de Irna suka nggak dengan pelajaran Bahasa Inggris?

S: e... kalo boleh jujur sedikit sih sukanya.

P: kenapa sedikit sukanya?

S: ya belum terlalu banyak yang saya kuasai menurut saya masih terlalu sulit bahasa Inggris itu. Bosen juga mbak

P: oh.. emangnya pa guru kalo ngajar dikelas gimana?

S: menurut saya pak guru itu kurang lah.. kurang respek sama anak-anaknya gitu, jadi metode-metode ngajarnya juga kurang, jadi ke sayanya juga jadi kurang gitu suka sama bahasa Inggrisnya.

P: oh... apa pak guru selalu menggunakan bahasa Inggris kalo dikelas?

S: ah jarang paling bisa dibilang Cuma 50 % ajah. Ya bagi saya emang mending kaya gitu soalnya saya nggak bisa mbak.

P: oh bilingual ya. jadi Inggris-Indonesia

S; ah he'eh.

P: de Irna dari ke-empat skill yang ada menurut de Irna yang paling susah yang apa?

S: yang pasti Listening sama Speaking.

P: berarti de Irna itu PD nggak sih kalo dsuruh ngomong pake bahasa Inggris?

S: e.... ya... ya usahain sih buat PD tapi kayanya kalo buat ngomong kayaknya engga sih mbak nggak.

P: berarti kalo dikelas selama pelajaran jugak ga ngomong pake bahasa Inggris?

S; jujur sih nggak. nggak mbak masalahe nggak bisa sih

P: emang kesulitannya apa ajah sih kalo belajar speaking tu

S: pertama yang pasti masalah kosakata sih soalnya kosakata saya juga masih sedikit banget jadi buat ngomong pake bahasa Inggris pasti takut salah.

P: terus gimana caranya ade mengatasi masalah-masalah yang ada?

S: belajar sama temen-temen sih yang pasti udah bisa bahasa inggris selain itu juga ya banyak-banyakin kosakata sih

P: pernah nggak sih pak guru kasih aktivitas atau semacam kegiatan yang menarik biar belajar speakingnya lebih enak?

S: pernah sih.. Cuma kesukaan saya sama bahasa Inggris rendah banget jadi dikasih apa ajah ya gitu lah mbak.

P: emang kalo pelajaran speaking suka dikasih aktivitas apa contohnya?

S: apa sih.. nggak ada sih paling cuma baca-baca aja jadi males, kadang praktek bosen juga mbak.

P: oh gitu.. oh ya. Prakteknya bisanya ngpain?

S: ya paling dialog sih terus maju kedepan

P: oh gitu, ya sudah terimakasih ya ade ya.

S: iya mbak sama-sama.



## Interview 6

**P= Peneliti**

**S= Siswa**

P: siang dengan ade siapa?

S: aini

P: oh ade Aini. Boleh nanya-nanya yah?

S: iya

P: de Aini suka nggak sih dengan pelajaran bahasa Inggris?

S; mmm.. kurang suka.

P: karena apah?

S: susah sih ngingetnya susah.

P: susahnya? Susah nginget gimana?

S: e.. kosakatanya susah diinget walaupun udah setiap hari dibolak balik gitu tetep aja susah.

P: oh iya. Selama dikelas gimana sih gurunya kalo ngajar itu.

S: nyenengin sih.

P: nyenengin gimana? Apa gurunya pake bahasa Inggris terus kalo dikelas?

S: e.. bisaanya selang-seling kadang pake bahasa Inggris kadang langsung diartiin juga pake bahasa Indonesia.

P: menurut ade dari ke-empat skill yang ada itu yang paling susah buat ade apa sih?

S: speakingnya sih mbak. Soalnya kosakatanya itu sama grammarnya.

P: berarti kalo dikelas gak ngomong pake bahasa Inggris?

S: bingung sih mau ngomong apa.

P: ga PD juga berarti kalo ngomong pake bahasa Inggris?

S: nggak masi blepotan soalnya.

P: terus gimana cara ade mengatasi kesusahan ade di speaking/

S: mmm.. bisaanya sih suka baca teks-teks bahasa Inggris, belajar sama temen, nanya kakak kelas atau temen yang lebih pinter kalo gak tau cara ngomongnya, buka kamus. Gitu-gitu mbak.

P: emang kalau dikelas pelajaran speaking bisaanya ngapain?

S: ya baca-baca, bosan mbak

P: oh gitu.. ya sudah makasih ade ya.

S: iya mbak sama-sama.

## Interview 7

Day/ Date : Monday, 26<sup>th</sup> November 2012

Location : Class XI IPA 1

Time : at 13.45 p.m.

After school hours, the researcher asked the later two students to be interviewed about their speaking-learning in the classroom.

**P= Peneliti**

**S= Siswa**

P: siang dengan ade siapa?  
 S: dengan ade Subqhi  
 P: oh iya. Ade saya mau nanya-nanya ya. Ade itu suka nggak sih dengan pelajaran bahasa Inggris?  
 S: lumayan  
 P: kenapa lumayan suka?  
 S: e.. sebuah bahasa baru bagi saya  
 P: oh gitu.. menurut ade, gimana sih guru kalo ngajar bahasa Inggris di kelas?  
 S: lumayan jelas and... menyenangkan juga lumayan.  
 P: apa selama mengajar guru selalu pake bahasa Inggris.  
 S: nggak selalu juga. Kadang-kadang ya pake bahasa Inggris kadang-kadang bahasa Indonesia.  
 P: kalo aktivitasnya sendiri?  
 S: ya sesuai lah.  
 P: contohnya?  
 S: ya grammar, recount, descriptive, narrative, review.  
 P: nah dari semua materi itu. Bisaanya kegiatan aktivitasnya ngapain?  
 S: ya kalo grammar ya paling anu dikasi rumusnya dulu ya paling suruh dibuat contohnya masing-masing. Kalo narrative ya paling diberikan teksnya terus suruh dijawab pertanyaan satu-satu.  
 P: oh ok. Ade ini PD nggak kalo dikelas ngomong atau bertanya pake bahasa Inggris?  
 S: lumayan.  
 P: kalo lumayan berarti sebenarnya suka ya ngomong pake bahasa inggris?  
 S: ya bisaa aja sih mbak.  
 P: kenapa bisaa ajah?  
 S: susah soalnya mbak takut salah juga.  
 P: susahhnya susah gimana?  
 S: ya paling vocabnya, grammarnya cara bacanya juga.  
 P: terus gimana cara ade ngatasinnya?  
 S: ya paling buka kamus, kalo cara bacanya ya paling Tanya guru gitu-gitu lah mbak.  
 P: selama belajar speaking kalo dikelas pernah nggak sih dikasih kegiatan atau semacam aktivitas yang menarik yg bikin ade lebih gampang belajar speaking?  
 S: mmmm... nggak ada loh. Paling baca-baca ajah. Atau ya itu dsuruh bikin contoh apa terus maju kedepan.  
 P: oh gitu. Ya ok de makasih ya untuk waktunya.  
 S: iya.

## Interview 8

**P= Peneliti**

**S= Siswa**

P: siang ade?  
 S: siang  
 P: dengan ade siapa?  
 S: arif setiawan  
 P: oh iya. Boleh nanya yah?

S: boleh

P: tentang bahasa Inggris ko. Ade suka nggak sih bahasa Inggris?

S: e.. pada awalnya sih suka tergantung gurunya.

P: kenapa awalnya suka dan tergantung gurunya?

S: dulu pas SD itu kan suka gurunya menarik cerita bahasa Inggris itu lebih bisa itu kalo disuruh menerjemahkan lebih bisa membuka kamus

P: berarti kalo sekarang gak suka dan gurunya gak menarik hehehe

S: menarik sih menarik Cuma kurang minat.

P: yang bikin ade gak minat emang gimana sih dengan pelajaran bahasa Inggris selama dikelas. Menurut ade pelajaran bahasa Inggris selama dikelas itu seperti apa?

S: kurang hiburan.

P: kurang hiburan. Pngen hiburan yang seperti apa?

S: e.. mungkin cerita apa lalu diterjemahkan apa gimana.

P: kalo dikelas gurunya selalu menggunakan bahasa Inggris terus atau switch ke bahasa lain?

S: ke bahasa Indonesia ke artinya malahan.

P: mmm.. lebih banyak Bahasa Indosianya malahan. Bilingual lah ya 2 bahasa.

S: iya 2 bahasa

P: okay.. gimana dengan aktivitas selama dikelas kegiatannya kalo dikelas selama pelajaran bahasa Inggris itu ngapain aja?

S: mungkin yang pertama itu materi terus setelah materi kadang disuruh membuat contoh tentang materi tersebut terus kalo ada waktu di praktekin kalo gada waktu untuk minggu depannya jadi PR di praktekin di depan.

P: ade PD nggak kalo di suruh ngomong pake bahasa Inggris?

S: nggak.

P: kenapa nggak PD'nya?

S: e... kurang kosakata.

P: kurang kosakata mmm.. tapi kalo dari keempat skill yang ada paling suka skill apa?

S: menulis.

P: menulis, writing. Kalo speakingnya sendiri gimana?

S: mmm.. seneng sih tapi kan bingung ini kata apa artinya apa.

P: mmm.. kesulitannya selain bingung dan kosakata kesulitannya apa lagi, di speaking?

S: nggak ada mungkin.

P: gimana kalo structure, grammarnya?

S: itu.. lumayan sulit.

P: terus gimana cara ade ngatasin kesulitan-kesulitan di speaking. cara mengatasinya gimana? Mungkin dengan belajar atau...?

S: yang saya inginkan itu sering mendengarkan lagu tapi sambil membaca liriknya.

P: oh gitu. Iya-iya. Selama pelajaran dikelas pernah nggak sih gurunya kasih aktivitas yang menarik untuk mempermudah ade belajar speaking mungkin game atau apa?

S: belum seingat say mah.

P: gimana dengan interaksi ya selama dikelas?

S: interaskinya cukup baik tapi lebih ke satu orang belum kesemuanya.

P: oh gitu. Iya-iya. Makasih ade untuk waktunya.

S: iya-iya sama-sama mbak.

## **B. Interview Transcript After Action 1, Cycle 1**

### **1. Interview Transcript with the students**

#### **Interview 9**

Day/ Date : Wednesday, 16<sup>th</sup> January 2013

Location : classroom (XI IPA 1)

Time : at 12.00 a.m.

After school hours, the researcher asked three students randomly to be interviewed about their learning experience of speaking they just had before.

**P= Peneliti**

**S= Siswa (3 siswa: Desi, Tyas, Efi)**

P: Hallo de selamat siang, de Desi, Tyas, Efi. Ini mbak mau nanya-nanya sebentar. Gimana pelajaran hari ini?

S1: menyenangkan.

P: terus selain itu.

S2: yang menyenangkan mbak.

P: kalau boleh tau apa yang ade-ade dapat dari pelajaran hari ini?

S1: banyak sekali

P: contohnya?

S1: ya.. kita tuh jadi belajar gimana cara kita mengucapkan lafal-lafal tiap kata dengan benar. Kedua, Kita juga belajar gimana sih cara memahami teks dengan baik. Ketiga, kita juga belajar bagaimana menyampaikan report teks dengan benar.

P: okay.. kalau de tyas sendiri?

S2: e.. belajar hari ini u saya mendapat banyak pelajaran. E.. saya bisa mengenal apa itu report teks. Apa bagian-bagian dari report teks. Dan juga kata-kata yang perlu di ucapkan dalam bahasa inggris itu bagaimana.

P: kalau de efi sendiri bagaimana?

S3: saya ya tidak terlalu beda sih. Saya jadi lebih tau lebih bisa bagaimana membedakan report teks dengan descriptive teks. Belajar sedikit-sedikit cara pronunciation dengan benar and dapat kosakata baru.

P: okay.. terus cocok atau nggak sih dengan cara seperti tadi, harus di pahami dulu teksnya, cara membacanya, melafalkan tiap katanya, terus dipelajari vocabnya.

S1: cocok banget. Saya sih suka mba. Saya jadi lebih semangat belajarnya dikelas. Nggak bikin ngantuk mbak.

P: kalau de tyas?

S2: dengan cara seperti itu sangat cocok buat kita-kita. Jadi kita lebih tahu bagaimana cara melafalkan kata dengan benar. Jadi nggak salah-salah lagi.

P: nah kalau de efi sendiri?

S3: emm.. dengan cara begitu yah kita itu di ajari supaya gimana itu cara membacanya cara melafalkannya gimana sama penulisannya juga gimana.

P: pelajaran tadi dengan metode seperti tadi apa cukup membantu ade-ade mempelajari speaking termasuk membantu ade meningkatkan vocab?

S1: sangat. Saya rasa dengan belajar seperti ini memang banyak yang saya pelajari. Saya juga sering buka kamus, tahu kosakata baru yang saya nggak tahu tadinya.

P: kalau de tyas bagaimana?

S2: dengan metode kaya gitu kita tuh lebih bisa mengucapkan kata-kata dengan benar karena udah diajarin tadi terus juga selain itu bisa buka kamus gimana cara bacanya dan jadi tahu artinya. Jadi lebih bisa buat kita improve speakingnya.

P: de efi?

S3: emm saya suka yah kalau misalnya kita ada tambahan kosakata baru sama di tunjakin contohnya. Terus kita juga suka belajar kosakata dari teks-teks sama contoh-contoh and kita juga suka dengan pembelajaran yang langsung pada speakingnya.

P: so optimis dengan pembelajaran seperti ini bisa meningkatkan speakingnya ade-ade

S1: yakin karena saya jadi banyak praktek belajar bicaranya

S3: iya yakin karena belajar sepeaking-speakingnya lebih banyak.

P; okay.. Terimakasih ade-ade untuk waktunya yah

S: iya mbak, sama-sama.

### **C. Interview Transcript After Action 2, Cycle 1**

#### **1. Interview Transcript with the students**

##### **Interview 10**

Day/ Date : Saturday, 19<sup>th</sup> January 2013

Location : classroom (XI IPA 1)

Time : at 12.00 a.m.

After school hours, the researcher asked three students randomly to be interviewed about their learning experience of speaking they just had before.

**P= Peneliti**

**S= Siswa (6 female students: Efi, Tutut, Betari, Dwi pipit, Nely)**

P: well, selamat siang ade-ade

S: siang... (bersama-sama)

P: gimana pembelajaran hari ini?

S1: seneng aku jadi bisa ngomong

P: selain itu? Satu-satu ya de ya

S2: tambah kosakata

S3: menambah kepercayaan diri untuk berbicara

S4: sip.. sip.. sip

S5: iya-iya betul

P: aktivitasnya sendiri menurut ade-ade ini membantu ade-ade belajar speaking nggak sih?

S: (bersama-sama) ya... membantu mba

P: terus memang masih ingat tadi apa saja yang dipelajari hari ini?

S6: ya berbicara..

S2: berdialog

S1: mengucapkan

S3: vocabulary baru

S5: perform

P: oh iya.. iya. Memang tadi aktivitas yang dilakukan seperti itu.. materinya sendiri tentang apa hari ini?

S3: ya report miss

P: iya report tu apa?

S6: ya presents information about something

P: ok. Generic structurenya?

S: (bersama-sama) ya ada general classification sama description.

P: heem. Nah di general classification apa sih yang di bicarakan. Ayo efi?

S3: ya ngomongin somethingnya itu tapi secara general miss.

P: somethingnya? Maksudnya.

S3: ya kalo misalnya hewan, misalnya monkey. Ya ngomongin monkey tapi secara generalnya.

P: oh iya. Nah kalo di description itu gimana pipit?

S5: ya di deskripsiin tapi detail miss

P: oh iya. Berarti kegiatan seperti tadi memang cukup membantu speaking ade-ade ya?

S: (bersama-sama) ya tentunya

S6: tentu saja

P: udah begitu saja

S4: ya masih banyak lah miss

P: coba komen-komen tentang pembelajaran hari ini

S3: ya kalo bisa ya miss kaya pa guru tadi dialognya nanti mencakup semua siswa. Jadi semua siswa bagian maju. Kalo yang siswanya diem aja itu di ajak-ajak terus

P: oh iya ok..ok... tadi soalnya waktunya sudah habis sih. Tp ini aktivitasnya memang membantu speaking ade-ade? Membantu belajar speaking?

S2: ya membantu miss

P: kalo tutut sendiri gimana?

S1: ya jadi mulai percaya diri sama aga bisa ngomong lah

P: kalo yang lain?

S4: sama

P: sama? Jadi lebih pede? Nah kalo vocabnya sendiri bertambah nggak?

S: (bersama-sama) bertambah...

S6: terus cara pengucapannya jadi benar

S5: tambah jadi lebih baik

S3: terus bisaanya speaking kalo terus game terus kalo tampil-tampil bisaanya kalo belajar yang menyenangkan bisa inget terus juga jadi asik sama ilmunya bertambah jadi asik kalo belajar tambah seru tambah bisa

P: okay. Ngantuk nggak nih kalo dikelas?

S: (bersama-sama) nggak

P: enjoy dikelas?

S5: enjoy

P: oke.. makasih ya ade-ade

S: (bersama-sama) iyaa....

### Interview 11

Day/ Date : Saturday, 19<sup>th</sup> January 2013

Location : classroom (XI IPA 1)

Time : at 12.00 a.m.

After school hours, the researcher asked three students randomly to be interviewed about their learning experience of speaking they just had before.

**P= Peneliti**

**S= Siswa (male: fatih)**

P: siang fatih

S: siang

P: mbak mau nanya-nanya nih gimana pembelajaran hari ini

S: menyenangkan

P: selain menyenangkan?

S: very happy

P: emang tadi dikelas aktivitasnya ngapain aja... masih inget nggak aktivitas tadi dikelas?

s: speaking, dialog..

P: iya terus apa lg selain itu

S: nambah kosakata

P: berarti tadi sudah menambah kosakatanya de fatih

S: belum.. masih kurang banyak

P: oh iya akan diperbanyak di meeting selanjutnya. Tapi cukup membantu speakingnya nggak sih?

S: iya

P: jadi tambah pede nggak sih?

S: pede sih dari dulu juga pede

P: good

S: tadi di praktekan di depan kelas. Praktek dialog.

P: nah untuk pronounciationnya gimana?

S: meningkat

P: speakingnya juga meningkat ya? Suka ya dengan kegiatan seperti tadi?

S: iya.

P: oh ya sudah terimakasih de Fatih. Selamat siang

S: siang

## **2. Interview Transcript with the teacher**

### **Interview 12**

Day/ Date : Saturday, 19<sup>th</sup> January 2013

Location : teacher office

Time : at 12.15 a.m.

After school hours, the researcher met the teacher asked him to be interviewed about teaching and learning process.

**P= Peneliti**

**G= Guru**

P: assalamualaikum bapak.

G: iya mbak wlaikumsalam..

P: bapak ini saya mau interview ya pak. Langsung saja ya. Menurut bapak bagaimana sih dengan pembelajaran hari ini?

G: sudah bagus. Cuma kalau boleh saya menggaris bawahi jadi kurang merata mbak

P: kurang merata.. maksud bapak?

G: dalam artian gini. Okelah kalau penglihatan boleh sudah kemana-mana Cuma tidak semua siswa disini terambil gitu. Kebagian untuk membuat contoh atau apa. Itu Satu. Yang kedua untuk yang terakhir barusan. Jadi summary untuk anak-anak kurang. Ada sih ada tapi kurang mendetail. Jadi anak-anak tidak bisa mencatat apa sih yang dipelajari hari ini.

P: kalau menurut bapak keaktifan anak-anak sendiri selama kegiatan belajar-mengajar bagaimana?

G: sudah bagus

P: sudah bagus...

G: dibanding dengan saya mungkin anak-anak pakem ya. Nah ini seperti ini ni sudah bagus sekali. Salut saya dengan anak-anak

P: saya juga salut pak karena anak-anaknya cooperative sekali. Terus bagaimana sih menurut bapak keefektifan aktivitasnya sendiri? Seperti vocabulary buildingnya dan aktivitas-aktivitas yang lain. Apakah itu sudah efektif untuk pembelajaran speaking.

G: untuk speaking itu sudah efektif. Ya karena itu merupakan kita belajar tentang pronunciation kan. Kalau untuk speaking itu merupakan metode yang bagus ya. Karena setiap siswa dituntut untuk mengucapkan kata kemudian setelah itu ada lagi yang membuat kalimat ya.

P: menurut bapak aktivitas-aktivitas seperti apa sih yang bisa membantu siswa dalam speakingnya selain yang tadi?

G: untuk membantu siswa?

P: iya bapak.

G: kalau menurut saya itu sudah semuanya sudah termasuk disana yah. Seperti tadi yang pertama menemukan kata kemudian mengucapkannya kemudian membuat kalimat dan mempraktekan itu yang paling bagus tadi mbak

P: okay bapak. Jadi menurut bapak aktivitas seperti tadi memang sudah cocok ya pak untuk pembelajaran speaking meningkatkan speaking anak-anak dikelas ya pak?

G: iya. Terutama pronunciation sudah bagus. Untuk peningkatan speaking pronunciationnya juga harus bagus. Kan orang berspeaking kan bagusnya memang fluent ya.

P: iya terimakasih bapak.

G: iya. Terus ini mbak mungkin yang terakhir jadi saya harapkan semua siswa itu harus tersentuh. Karena apa? Disini karena kemampuan siswa kan tidak sama.

P: belum merata ya pak ya..

G: iya belum merata jadi saya harapkan semuanya bisa diberikan kesempatan untuk mencoba untuk mengucapkan membuat kalimat ya sesuai dengan materinya juga bisa membuat report dengan baik juga.

P: iya bapak. Saya perbaiki pada meeting selanjutnya.

G: iya mbak sama-sama belajarlh kita.

P: iya bapak. Terimakasih untuk waktunya bapak.

G: iya mbak sama-sama.



## **D. Interview Transcript After Action 3 & After cycle 1**

### **1. Interview Transcript with the students**

#### **Interview 13**

Day/ Date : Wednesday, 23<sup>th</sup> January 2013

Location : classroom (XI IPA 1)

Time : at 12.00 a.m.

After school hours, the researcher asked five students randomly to be interviewed about their learning experience of speaking they just had before.

**P= Peneliti**

**S= Siswa (5 students: 3 female, 2 Male)**

P: siang ade-ade

S: (semua) siang...

P: ini mbak mau nanyain ya gimana tentang pembelajaran yang tadi?

S1: kita ini kan kegiatannya game ya, kalau misalnya kita bisa menangkap instruksi mbak dengan jelas kan sebenarnya menyenangkan. Kitanya dapet hiburan dapet ilmu pengetahuan kita juga dapet pengalaman baru. Tapi sayangnya ga semua anak paham dari game tadi.

P: kalau Tyas sendiri?

S2: iya tadi sama sih kaya Desi, sayang banget Cuma sebagian ajah yang bisa menangkap apa maksud dari game yang tadi. Terus sebenarnya kita tuh uda tahu gimana cara kerja game yang tadi Cuma cara kita untuk misalnya cara nyampein cara mainin gamenya sama temen-temen atau ngomong sama bahasa Inggrisnya itu yang mungkin jadi penghalangnya.

P: kalau dani?

S3: kalau saya sendiri sih game itu sudah bagus ya. Cuma lebih ke komunikasi ke temen-temennya.

P: kalau Aris sendiri gimana nih tentang gamenya yang tadi?

S4: menyenangkan...tetapi saying ga semuanya paham. Kalau yang ga tahu instruksinya mereka menutup diri dan ga mau ngasih tahu kalau ga paham.

P: iya itu yang saya sayangkan kenapa ga ngomong aja kalau ga paham. Kalau de Efi sendiri?

S5: kalau aktivitas tadi berjalan lancar pastinya kita akan dapet banyak hal ya. Sebenarnya sih asik terus kita dapat banyak hal. Tapi memang masi itu masih kurang dimengerti sama anak-anak. Sebenarnya sih tadi udah cukup banyak yang mengerti sama gamenya.

P: oh ok..itu kan mengenai pelajaran aktivitas hari ini. Tapi kalau kita gabungkan dengan meeting-meeting sebelumnya.. aktivitas-aktivitas game yang kita lakukan dari meeting-meeting sebelumnya. Menurut ade-ade ini bagaimana pendapatnya?

S1: ya kalau menurut saya ya semua rangkaian kegiatannya itu menarik dan memang kalau menurut saya itu cara yang tepat untuk meningkatkan speaking kita Cuma kan ga semua anak suka speaking. mungkin kendalanya disitu. Ga semua anak pengen tahu kaya gimana sih speaking itu.

P: kalau de tyas sendiri gimana? Gimana sih rangkaian kegiatan game kita selama beberapa meeting ini.

S2: dari semua aktivitas dari semua rangkaian kegiatan yang udah kami lalui itu sangat menarik, bahkan beda sekali dengan apa yang diajarkan guru-guru e.. disini lebih menantang lebih menarik. Tapi ya itu buat anak-anak yang belum mengerti belum paham itu jadi penghalang.

P: heem... heem.. kalau de Aris sendiri gimana?

S4: kalau menurut saya sih semuanya itu menarik. Cuma kan ga semua anak itu suka bahasa inggris.

P: nah maka dari itu kan saya kasih aktivitas kasih kegiatan game, paling tidak membuat anak-anak tertarik untuk belajar.

S4: oh heem sih.

P: nah kalo de Efi?

S5: saya suka yah.. saya suka hal-hal yang baru hal-hal yang menantang hal-hal yang positif. Dengan belajar kaya gitu ikitu dapat banyak hal.

P: ok... jadi untuk interaktif gamenya selama ini yang kita lakukan.. ade-ade itu suka nggak sih belajar speaking pake game?

S1: saya sih comfort suka.

S2: saya sih cocok, suka. Soalnya dalam speaking itu kan kita juga belajar report... gimana belajar report tapi speaking. jadi itu sangat membantu untuk belajar speakingnya.

P: nah kalo de dani sama de aris?

S3&S4: suka

S4: apalagi untuk menambah kosakata sama speaking kita.

P: jadi interaktif game itu juga bisa membantu Aris untuk nambah kosakatanya.

S4: iya

P: kalau Efi gimana nih sama interaktif gamenya?

S5: ya menarik ya.. karena sesuatu yang menarik kita bisaanya jadi suka untuk melakukannya membuat asik . Kita malah pengen belajar lebih lama sama mbak belajar lebih banyak..

P: ok... kalau gini.. interaktif game yang kita lakukan selama ini itu membantu speaking ade-ade nggak sih? Ngebantu ade-ade ini belajar speaking nggak sih? Dan ngrasain ada perbedaan di speakingnya ade-ade sekarang, ada peningkatan atau gimana?

S1: ada banyak hal kaya misal pronouncenya ya bisaanya kita sok salah mengucapkan kata-katanya. Dengan game itu kita jadi mau tahu gimana sih cara pengucapan yang benar kaya apa.

P: kalau de Tyas?

S2: e.. dengan cara mbak ngajar kita gimana cara ngebaca kata-kata dengan benar jadi kita tu mau untuk selalu membuka kamus untuk belajar. Mbak juga sering mencotohkan gimana cara ngomong yang benar.

P: kalau Dani dan Aris?

S3: sangat bagus terutama untuk hal berbicara dalam bahasa Inggris.

P: nah buat Dani sendiri.. . interactive game itu ngebantu speakingnya Dani nggak sih?

S3: ya untuk saya pribadi itu sangat membantu.. selain kita belajar intonasi sama pronunciation kita kan juga menerapkan secara langsung dalam game. Jadi secara nggak langsung keberanian untuk berbicara dalam bahasa Inggris itu ada.

P: kalau aris sendiri, ngrasa ada perubahan nggak dengan speakingnya? Dengan adanya interaktif game?

S4: ngrasa ya.. jadi semangat tiap hari itu ingin bicara bahasa Inggris ke temen-temen.

P: oh iya... good. Kalau Efi sendiri?

S5: sebenarnya saya belajarnya selain dari interaktif game, saya juga belajar dari mbak. Mbak juga menunjukkan kalau bahasa Inggris itu menarik dan asik kaya gitu. Jadinya kita lebih semangat. Lebih ingin bisa. Ingin cepet-cepet bisa lah.

P: okay. The last question yah. Kesulitan terbesar dalam mempelajari speaking selama beberapa meeting ini.

S2: speaking itu mungkin karena vocabularynya masih kurang, kosakatanya kurang. Terus e.. cara ngomongnya bisa sampe ke orang itu harus gimana.

S1: kalau menurut saya itu grammarnya. Gimana cara nerapin grammarnya. Kalau kosakata itu udah ada Cuma kadang takut grammarnya salah.

P: kalau dani?

S3: ya memang pertama yaitu penyusunan kata. Kan kita udah tahu lah ini kosakatanya artinya apa. Tp gimana cara nyusunnya. Sama juga penekanan nadanya.

P: kalau aris sendiri... kesulitan dalam belajar speaking sejauh ini?

S4: masih kosakata. Terus juga penempatan kalimat terus juga males buka kamus kalau lupa kosakatanya.

P: kalau efi?

S5: jujur saja yah kalau menurut saya yang masih sangat kurang bahasa Inggrisnya. Saya masih mengalami banyak kesulitan. Dari mulai kosakata cara peletakan grammarnya. Sama cara pengucapannya. Cuma yang pentingnya asiknya dulu jadi tertarik.

P: ok.. udah makasih ya ade-ade.

S: sama-sama

## 2. Interview Transcript with the teacher

### Interview 14

Day/ Date : Saturday, 26<sup>th</sup> January 2013

Location : teacher office

Time : at 12.15 a.m.

After school hours, the researcher met the teacher asked him to be interviewed about cycle 1.

**P= Peneliti**

**G= Guru**

P: bapak selamat siang.

G: selamat siang.

P: ini bapak seperti yang sudah saya bicarakan sebelumnya bahwasannya penelitian ini kan akan ada dua cycle. Nah untuk cycle satunya ini kan sudah selesai. Menurut bapak keaktifan dan keterlibatan anak-anak sendiri di kelas selama cycle satu ini?

G: sudah bagus mbak. Sudah banyak peningkatan. Setelah saya lihat e.. ada beberapa anak yang mungkin tadinya kurang begitu aktif sekarang ini sudah mulai lebih baik lebih aktif. Mereka juga sudah mau terlibat langsung dalam aktivitas.

P: kalau menurut bapak keefektifan interactive games yang selama ini saya terapkan di kelas untuk pembelajaran speaking ini bagaimana?

G: itu sudah cukup bagus. Sudah pas lah. Itu sebagai apa namanya.. sebagai maksudnya gini mereka sekarang sudah mau berpikir apa sih sebenarnya kegiatan yang dilakukan dan hal itu jadi membuat anak-anak enjoy sama aktivitasnya.

P: lalu menurut bapak sendiri. Bagaimana sih penilaian bapak terhadap kemampuan berbicara anak selama cycle satu ini?

G: bagus ya sudah banyak kemajuan Cuma masih ada beberapa saja yang masih seperti itu. Bukannya tidak ada kemajuan, ada tapi sedikit.

P: ada tapi sedikit. Itu berarti memang masih ada beberapa kekurangan ya pak? Lalu menurut bapak apa saja sih kekurangan yang ada di cycle 1 ini?

G: itu kalau untuk pembelajarannya tidak ada yang kurang. Cuma menurut saya itu di anaknya. Contohnya banyak anak yang lebih bagus. Jadi memang mungkin ada anak yang memang kurang begitu paham dan masih malu-malu untuk berbicara.

P: menurut bapak sendiri, kemajuan apa saja sih yang dicapai dari speaking anak yang bapak lihat selama cycle 1 ini?

G: kemajuannya yang pertama di pronunciation terlihat sekali kemajuannya dan fluency anak-anak juga lebih baik. Vocabnya juga. Kalau untuk speaking kalau menurut saya untuk pronunciation sama fluency didukung vocabnya speakingnya jadi lebih bagus.

P: lalu apa saran bapak untuk cycle berikutnya?

G: saran saya seperti yang saya katakan sebelumnya saya sudah mengatakan tolonglah semuanya dapat bagian. Ini memang semua sudah dapet bagian Cuma memang masih aja ada beberapa yang kurang memahami sehingga nilainya disini kurang juga, makanya nanti disini dilihat dari nilai yang kurang untuk lebih didekati. Maksud saya yang kurang memahami di beri pemahaman lebih.

P: oh iya bapak. Lalu menurut bapak bagaimana mengenai penggunaan interaktif game sebagai salah satu teknik dalam pembelajaran speaking di kelas?

G: itu bagus. Kalau interaktif game itu membuat anak lebih kreatif lebih aktif. Jadi semua anak tidak bisa santai-santai. Mereka lebih berpikir biar tidak malu sama yang lain. Itulah keunggulannya disitu. Jadi mereka lebih bisa berpikir untuk berbicara biar tidak malu.

P: jadi untuk interaktif game sendiri dalam penerapannya dalam pembelajaran speaking itu sudah cukup bagus ya pak?

G: sudah cukup bagus karena itu juga sekalian dengan belajar vocab, fluency, sama pronunciationnya sudah jadi satu.

P: oh iya terimakasih bapak.

G: iya... ya silahkan nanti bisa dikaji ulang.

P: iya bapak. Terimakasih.

G: monggo.

## **E. Interview Transcript After Action 4, cycle 2**

### **1. Interview Transcript with the students**

#### **Interview 15**

Day/ Date : Saturday, 2<sup>nd</sup> February 2013

Location : classroom (XI IPA 1)

Time : at 12.00 a.m.

After school hours, the researcher asked some students randomly to be interviewed about their learning experience of speaking they just had before.

**P= Peneliti**

**S= Siswa**

**Session 1**

P: selamat siang ade-ade

S: (semua) siang

P: ini mau nanya tentang pembelajaran tadi. Tadi belajar apa aja?

S1: belajar speaking

S2: belajar mengucapkan, kata-kata yang sulit

P: heem terus selain itu

S2: selain itu apa yah menambah kosakata

P: kalo materinya apa ajah? Materi hari ini

S2: tentang report text

P: apa ajah coba tadi temanya?

S1: tentang mobile phone

S3: iya mobile phone

S2: sama thanksgiving

P: heem okay. Coba masih inget nggak sih sama generic structure dari report text

S2: ada dua

P: iya ada dua. Yang pertama?

S1: classification

P: heem sama

S3: sama description

S1: description

S2: sama description

P: kalau language features dari report text itu sendiri

S2: ada lima tadi

S1: iya. Yang pertama present tense

P: apa aja

S3 & s4: action verb

S1: terus general noun

S2: iya general noun

S3: adjective

S2: he'eh adjective

S4: technical term

P: okay. Nah kalau dari pelajaran tadi belajar speaking tadi ngebantu speakingnya ade-ade nggak?

S3: ngebantu banget

S1: iya-iya

S2: ngebantu

P: okay. Terus vocabnya gimana? Nambah vocabnya?

S4: nambah

S2: kosakata? iya

S3: menambah  
 S1: menambah tadi  
 P: untuk fluency sama pronunciationnya sendiri gimana?  
 S2: lumayan bisa  
 P: lumayan. Tadi pelajaran tadi membantu belajar itu?  
 S1: ya membantu.  
 S3: membantu  
 P: okay good. Pronunciationnya jadi lebih baik?  
 S3 & s4 & s2: yes  
 P: fluency nya? Kelancaran.  
 S4: ya itu juga bisa apa yah.. menambah lebih bisa lagi  
 S1: menambah lebih lancar untuk membacanya  
 P: membaca apa berbicara?  
 S1: berbicara  
 S2: berbicara  
 S4: berbicara  
 S3: berbicara  
 P: well.. selain itu aktivitas tadi dikelas gimana?  
 S2: tidak membosankan  
 S3: asik  
 P: selain itu  
 S2: ya asik sih gak kaya kemarin-kemarin waktu awal  
 S1: iya kaya game yang kemarin-kemarin  
 S2: yang kemarin masalahnya belum mudeng  
 S3: mungkin masih dikit kosakata yang dikuasai juga  
 P: berarti masih butuh penambahan kosakata ya?  
 S4 & s3: iya  
 S1: iya biar biar ngomong  
 P: sama fluencynya juga ya  
 S2: iya  
 P: tapi gak bosan ya tadi dikelas  
 S: (semua) gak  
 S3: senang malah  
 S1: mending kaya gitu asik malah I like it. Asik langsung bisa bahasa Inggris  
 P: heheh ya sudah makasih ya ade-ade  
 S: (semua) iya...  
 P: silahkan solat  
 S: (semua) iya..

**P= Peneliti**

**S= Siswa**

**Session 2**

P: okay ade-ade minta waktunya ya sebentar. Interview ini interview siple kaya bisaanya. Gimana dengan pembelajaran hari ini?  
 S1: sangat-sangat menyenangkan.

P: iya selain itu  
 S1: e.. apa ya.. membuat kita itu jadi selalu siap-siap untuk bisa menangani hal-hal baru yang baru kita temui  
 P: okay. Kalau yang disini gimana pelajaran hari ini?  
 S2: asik mbak  
 P: asik. Selain itu?  
 S3: asik  
 S4: asik terus mencapekan  
 S5: deg-degan  
 S4: sangat semangat banget  
 S5: mbak deg-degan  
 P: okay. Emang apa ajah sih pelajaran hari ini. Apa yang dipelajari barusan?  
 S1: report text  
 S3: game.  
 P: heem .  
 S4: speaking  
 P: iya of course speaking. tadi gamenya tentang apa. Gimana?  
 S4: kosakata  
 P: membantu kosakata. Tentang apa? Apa sih yang di dapet dari game yang tadi.  
 S3: membuat kita jadi aktif  
 S1: make a sentence dengan kata yang ditentukan.  
 S2: cepat berpikir  
 P: apa lagi?  
 S4: baru mau ngomong.  
 S5: bisa mengeja kata.  
 P: iya harus bisa spelling ya. Apakah game tadi membantu speaking ade-ade? Membantu ade-ade ini lebih mudah belajar speaking?  
 S2: iya. Tapi besok sok lupa lagi mbak.  
 P: a.. itu masalahnya harus selalu di pelajari ya.  
 S3: iya harus selalu dipelajari.  
 P: terus gimana dengan vocabularynya? Apa bertambah?  
 S4: bertambah.  
 P: speakingnya gimana?  
 S2: ya nambah.  
 P: terus interaktif game. Game yang kita mainkan hari ini gimana?  
 S3: very amazing  
 S2: interesting  
 S4: sangat mengasikan.  
 S1: successful  
 P: oke makasih untuk waktunya ya ade-ade  
 S: sama-sama

## 2. Interview Transcript with the teacher

### Interview 16

Day/ Date : Saturday, 26<sup>th</sup> January 2013

Location : teacher office  
 Time : at 12.30 a.m.

After school hours, the researcher met the teacher asked him to be interviewed about today action.

**P= Peneliti**

**G= Guru**

P: assalamualaikum bapak.

G: wlaikumsalam... gimana mbak

P: seperti bisaa bapak ini saya mau interview ya pak.

G: oh iya-iya gimana mbak?

P: Langsung saja ya bapak. Menurut bapak bagaimana dengan pemebelajaran hari ini?

G: makin bagus ya mbak dari sebelum-sebelumnya. Aktivitas gamenya juga sudah bisa berjalan dengan baik. Materinya juga sudah disampaikan baik.

P: kalau untuk keaktifan anak-anak sendiri selama kegiatan didalam kelas menurut bapak bagaimana?

G: sudah bagus, apalagi saya lihat juga semua anak kelihatan enjoy dengan gamenya. Semua juga kelihatan nggak mau dapet hukuman jadi tadi semuanya aktif. Anak laki-lakinya juga tadi lebih aktif dikelas.

P: berarti ini aktivitasnya sudah cukup efektif ya pak? Sudah efektif untuk pembelajaran speaking?

G: untuk speaking itu sudah efektif. Kan memang seperti sebelumnya ya kalau anak-anak memang kurang di vocabnya sama memang nggak tahu gimana sih cara pronounnya kalau di speaking itu. Ya aktivitas game yang tadi sudah bagus itu sudah tepatlah. Mbak kan juga memang memberikan vocab ya sama anak-anak biar vocabnya bertambah. Menurut saya untuk speaking vocab sama pronounciation memang harus di speaking

P: iya bapak, saya memang lebih menekankan kesitu dulu ke vocab dan pronounciationnya sama yang penting anak-anaknya mau dan berani ngomong dulu. Baru nanti speaking ke report textnya.

G: iya mbak itu sudah bagus ko. Sudah tepat lah.

P: dari game yang tadi anak-anak memang sudah terlihat lebih pede, lebih berani ngomong ya pak?

G: iya.. kalau speaking kan memang yang penting mau ngomong dulu. Tadi juga anak-anak kan diminta untuk bikin kalimat gitu ya.. jadi ya sekalian belajar ngomong kan kalimatnya juga ga ditulis ya jadi anak-anaknya ngomong langsung.

P: iya bapak. Kalau sebelumnya kan bapak pernah menyampaikan kalau itu belum merata ya. Kalau pemebelajaran hari ini bagaimana bapak?

G: ya tadi sudah merata anak-anaka sudah kebagian semuanya.

P: iya bapak. Kalau untuk game yang tadi yang vocabulary building kaitanya dengan materi report textnya bagaimana bapak?

G: ya tadi kan ya mbaknya juga kasi kata-katanya yang sesuai dengan materi yang ada di thanksgivingnya sama juga di handphonenya, jadi ya nyambunglah. Saya harap sih akan terus seperti ini makin bagus lah.

P: iya bapak, terimakasih untuk waktunya bapak.

G:iya sama-sama.



## **F. Interview Transcript After Action 5, cycle 2**

### **1. Interview Transcript with the students**

#### **Interview 17**

Day/ Date : Wednesday, 6<sup>th</sup> February 2013

Location : classroom (XI IPA 1)

Time : at 12.00 a.m.

After school hours, the researcher asked some students randomly to be interviewed about their learning experience of speaking they just had before.

**P= Peneliti**

**S= Siswa (3 female students)**

P: ade-ade saya mau interview. Bisaa tentang pembelajaran yang hari ini, gimana?

S1: e.... asik. Nengangin. Apa yah?

P: hayo apa lg?

S1: apa ih..

P: ph ya udah. Kalo ade?

S2: e.. seneng banget tahu mbak hari ini. E.. tadi juga aku kan jadi yang ditunjuk sama group aku. Awalnya ga yakin ngarang-ngarang gitu tahu mbak. Hehhe

P: nah tapi ko tadi tu bisa bner tadi. Lagian kan kaya yang tadi sudah saya bilang kalo tujuannya bukan benernya. Tapi interaksinya sama speakingnya selama interaksi sama yang lain pas lagi game itu. Bukan hasilnya aja.

S2: hehe iya sih mbak.

P: kalo ade ini?

S3: sama kaya s2

P: terus kalo hubungan aktivitas hari ini sama materi kalian report text itu dengan tema yang udah dikasih kaya thanksgiving sama mobile phone itu sendiri gimana? Ada hubungannya nggak?

S: mmmm

P: maksudnya gini dengan aktivitas kaya tadi, dengan main game kaya tadi belajar tentang report text pake game dengan materi thanksgiving sama mobile phone irtu jadi gimana? Lebih dimudahkan kah? Atau gimana?

S1: ya jadi mudah kan. Kan bisaanya kan kalo anak-anak sama game kan lebih nangkepnya. Lebih gampang nangkepnya dan ada game jadi asik lebih seneng buat belajarnya.

P: oh heem. Kalo ade s2 sendiri?

S2: e.. kalo dihubungin sama permainan kaya gini sangat membantu mbak. Tadi misalnya ada satu kata terus yang lain suruh mendefinisikan nah itu sangat membantu untuk belajar berpikir termasuk mereportkan juga.

P: kalo s3 sendiri?

S3: sama juga mbak. Kan kita jadinya mau gitu perhatiin selama pelajaran soalnya aktivitasnya kan enak tuh mbak menarik sama nggak ngebosenin lah.

P: okay. Kalo untuk speakingnya sendiri gimana? Dengan bantuan game belajar speaking sama materinya report itu gimana?

S3: ya efektiflah..

P: efektif yah. Kalo ade?

S2: e.. sangat membantu mbak. Kaya tadi misalnya juga. Kaya permainan tadi kan juga ditunjuk satu-satu sama keliling juga tu jadi ga Cuma satu yang bicara tapi semuanya.

P: ada interaksi ya berarti.

S2: iya

P: nah kalo ade ini?

S1: sama kaya tyas.

P: heheh ok. Nah berarti ada improvement nggak sih ada peningkatan gak sih buat vocabnya sendiri, pronunciationnya, speakingnya sendiri. Belajar speaking dengan game ini gimana?

S1: buat koasakatanya nambah. Kan kaya tadi buat bikin definisinya sendiri kaya gitu kan kudu tau kosakata arti ini tu apa terus kalo buat ngomongnya kkaya diseutin tyas satu-sartu jadi bisa ngomonglah. Jadi sedikit-sedikit bisa ngomong lah.

P: kalo tyas?

S2: e.. kalo saya dilihat dari kemaren-kemaren ya mbak itu sangat membantu buat vocabularynya kan mbak juga bisaa menyebutkan kata-kata yang kita gak tahu terus dikasih tau terus ditulis juga. Jadi kita tu selain belajar vocabulary kita juga belajar pronouncenya kan mbak juga ngasih tau cara pronounce yang benernya. Buat speakingnya juga belajar speakingnya juga tambah bagus. Juga mengajak kita untuk ga takut speaking.

P: okay. Karena dengan game itu tadi yah jadi lebih pede yah kalo speaking jadi nggak takut salah ya.

S2: iya

P: kalo ade s3?

S3: sama juga mbak.

P: hehe ok-ok. Berarti game itu memang membantu untuk belajar speaking ya?

S1: sangat membantu

S2: sangat

S1: dan lebih gampang ditangkap juga.

P: lebih gampang ditangkap dan emang jadi nggak takut ya jadi ga takut salah gitu ya

S3: iya

S1: iya-iya

P: kalo dibandingkan, kita bandingin dengan pertemuan-pertemuan sebelumnya. Sekarang ini gimana? Jauh lebih bagus kah? Ada peningkatan kah? Jeuh lebih pede kah speakinnya?

S2: kLo diliat dari perkembangan-perkembangan yang dulu pertama mbak kesini. Semakin kesini itu gimana yah... terlihat kalo anak-anak itu semakin mampu untuk mengungkapkan apa yang mau dikatan dan jadi ga takut buat ngomongnya.

S1: bener-bener

P: okay. Jadi game itu memang membantu ade-ade untuk belajar speaking ya?

S1&s2: iya.

P: ade juga gitu yah?

S3: iya

P: okay makasih ya ade-ade

S: sama-sama

## 2. Interview Transcript with the teacher

### Interview 18

Day/ Date : Wednesday, 6<sup>th</sup> February 2013

Location : classroom

Time : at 12.30 a.m.

After school hours, the researcher met the teacher asked him to be interviewed about today action.

**P= Peneliti**

**G= Guru**

P: siang bapak.

G: iya siang... gimana mbak sudah interview dengan anak-anaknya?

P: iya sudah.

G: apa yang mau ditanyakan ini?

P: seperti bisaanya pak. Menurut bapak bagaimana dengan pemebelajaran hari ini?

G: ya sudah lebih bagus. Gamenya juga tadi banyak speakingnya buat anak-anak.

P: kalau untuk keaktifan anak-anak sendiri bapak?

G: makin keliatan ya mbak aktif anak-anaknya. Tadi juga anak-anak terlihat suka sama gamenya. Walaupun agak bingung awalnya. Sama yang interview tadi juga bagus itu untuk belajar speaking. interaksinya juga.

P: berarti ini aktivitasnya sudah cukup efektif ya pak?

G: untuk speaking iseperti yang sudah saya katakana ya mbak kaya sebelum-sebelumnya tu sudah efektif.

P: menurut bapak dengan interaktif game tadi itu, membantu speaking anak-anak atau tidak?

G: iya itu membantu aktivitasnya kan juga memang menuntut untuk speaking ya mbak. Sudah tepat lah.

P: iya bapak. Menurut bapak sendiri sejauh ini bagaimana dengan speaking anak-anak. Ada peningkatan kah disbanding dengan pertemuan-pertemuan sebelumnya?

G: iya ada. Karena memang kali ini lebih banya praktek berbicaranya. Ya walaupun masih ada slah, belum terlalu lancer kadang campu-campur juga tapi ada peningkatan mbak. Memang susah sih kalo harus pake inggris terus ya belajar speaking kan juga ga bisa sebentar, tapi disbanding sebelum-sebelumnya memang terlihat ada peningkatan dari anak-anaknya.

P: iya bapak. Saya lihat juga seperti itu.

G: iya yang penting ka nada peningkatan dengan game itu.

P: iya bapak. Terimakasih bapak.

G: sudah ini?

P: iya bapak, terimakasih untuk waktunya bapak.

G:iya sama-sama.

## G. Interview Transcript After Action 6-7 and after cycle 2

### 1. Interview Transcript with the students

#### Interview 19

Day/ Date : Saturday, 9<sup>th</sup> & 13<sup>th</sup> February 2013

Location : classroom (XI IPA 1)

Time : at 12.00 a.m.

After school hours, the researcher asked some students randomly to be interviewed about their learning experience of speaking they just had before.

**P= Peneliti**

**S= Siswa (2 female)**

P: siang ade-ade

S: (bersama-sama) siang

P: ini saya mau nanya tentang pendapat ade-ade mengenai kegiatan dikelas bahasa Inggris selama ini. Satu-satu ya jawabnya.

S1: sangat membantu aku speakingnya terus menumbuhkan rasa percaya dirinya terus jadi lebih.. lebih bisa lah.

P: okay. Jadi memang cukup membantu ya. Kalo nely sendiri?

S2: ngebantu jadi lancer bahasa Inggris, terus.. e.. apa yah jadi kalo ada yang lain bisa bahasa Inggris jadi iri jadi pengen bisa bahasa Inggris, terus asik. Kadang kalo ngegame tuh negangin jadi berusaha buat berpikir cepet.

P: okay. Kalo pendapat ade-ade sendiri. Ade-ade ini suka nggak sih sama interactive game yang selama ini kita lakukan sebagai salah satu aktivitas atau kegiatan yang dilakukan buat belajar speaking.

S1: sangat suka.

P: kalau nely?

S2: e.. suka. Sukanya apa yah kalo pelajaran kan bisaanya Cuma materi doang. Kalo pake game ini jadi asik main juga materi sama belajar juga.

P: speakingnya juga?

S2: iya speakingnya juga, vocabnya nambah juga

P: berarti interactive game ini memang ngebantu ade-ade ini buat belajar speaking ya?

S: iya

S1: ngebantu banget

P: kemajuan dalam skill speaking apa sih yang dirasain ade-ade ini dengan kegiatan interactive game yang udah dilakuin?

S1: tambah memajukan untuk bisa ngomong bahasa inggris. Pronounciationya juga sama cepet berpikir juga kosakatanya nambah juga

P: okay kalo Nely?

S2: jadi e.. apah percaya diri kalau bisa bahasa inggris walaupun kadang kosakatanya kebalik-balik Cuma jadi salah satu kebanggaan kalau bisa ngomong Inggris keliatane seneng gitu wah bisaanya pake Indo pake jawa sekarang bisa inggris.

P: okay. Terus yang terakhir ni. Kesan apa sih yang didapet dengan menggunakan interactive game buat belajar speaking.

S1: ya ngebantu lah

S2: jadi percaya diri. Gamesnya kan kadang nantang kadang juga santai kadang negangin cepet-cepet terus bisa gimana yah paling nggak kan kalau ada game ada pertanyaan-pertanyaan buat nguji kemampuan kita sendiri

P: jadi game itu emang ngebantu ade-ade buat belajar speaking yah?

S2: kan kalau bisaanya kalau materi ajah terus diajarin buat ngomong ini kan jadi bête jenuh kan kalo sama game kan jadi asik.

P: iyah.. makasih ya ade-ade

S: sama-sama

## **Interview 20**

**P= Peneliti**

**S= Siswa**

P: ade in mau nanya. Menurut ade sendiri mengenai semua kegiatan-kegiatan yang ada dikelas buat belajar bahasa inggris itu gimana?

S: ya lebih bagus. Menambah banget vocabnya juga lebih bagus terus speakingnya juga lebih bagus terus apa ya namanya kelancarannya juga lebih baik lah

P: kegiatan-kegiatan dikelas sendiri dengan pake game itu gimana?

S: ya nggak bosen lebih asik juga yak kan karena asik itu juga kita jadi suka jadi lebih cepat masuk

P: kalo ade ini suka nggak sih sama interactive game yang kita udah lakuin buat belajar speaking

S: ya suka selain bisa main-main tapi tetep dapet ilmu lagi

P: nah menurut ade sendiri interactive game itu ngebantu ade nggak sih buat belajar speaking?

S: membantu soalnya apa yah sambil bermain kita juga sambil belajar ga terlalu tegang.

P: nah kemajuan dalam skill speaking apa yang ade ini dapet setelah belajar speaking pake interactive game

S: ya yang jelas kaya tadi lebih lancer lebih banyak vocab yang dipelajari

P: ok. Kalo kesannya gimana neh belajar speaking pake interactive game?

S: kesannya yang jelas lebih asik

P: hehe makasih ya ade

S: iya

## **Interview 21**

**P= Peneliti**

**S= Siswa**

P: ini mau nanya tentang kegiatan dikelas bahasa Inggris menurut ade-ade gimna?

S1: asik

S2: ya asik terus tambah ilmu

S1: iya vocabularynya tambah

P: ade-ade ini suka nggak sih menggunakan interactive game buat belajar bahasa inggris terutama speakingnya

S1: suka banget biar aktif

S2: ya suka

P: okay. Apakah kegiatan interactive game ngebantu ade-ade buat belajar speaking?

S1: ya ngebantu

S2: iya terus jadi bisa pengucapannya gitu-gitu

P: ehem.. nah kemajuan speaking yang dirasain dengan belajar pake interactive game, kemajuan apa yang dirasain ade-ade?

S2: ya banyak ya dari mulai kita diajari cara pengucapan diajari vocabularynya sama ngomong ke temen apa ke mbak terus kita juga diajari kalao bahasa inggris itu asik ga susah

P: kalo pipit?

S1: ya bisa apa ya mbak.. itu namanya apa yang ngucapin

P: pronunciation

S1: iya pronunciationnya . bisa lebih tau yang tadinya gak tahu kaya oh itu gitu cara ngomongnya gitu artinya gitu

P: nah kesan apa yang didapetin dari interactive game untuk belajar speaking

S1: ya cocok kalo diliat perbedaanya yang dulu ga bisa sekarang bisa lebih asik buat belajar inggris lebih lancer juga ngomongnya jadinya.

S2: dengan game saya lebih bisa berani speaking di depan kelas ngomong sama temen ya lebih bisa ngomong inggris tadinya kan belum kalo game kan ga takut salah jadinya sama temen inih ngomongnya

P: okay makasih ya ade-ade

S: iya

## **Interview 22**

**P= Peneliti**

**S= Siswa**

P: nah bisaa ini saya mau nanyain pendapat ade-ade tentang kegiatan-kegiatan dikelas yang udah kita lakuin selama ini. Tyas dulu.

S1: pendapat saya tentang semua kegiatan dikelas selama ini yang pertama sih sangat mengasyikan. Untuk bahasa inggris dengan adanya interaktif game kaya gini itu terutama dalam hal speaking kita sangat terbantu karena ga takut salah. Materinya pake game juga enak ga ngebosenin kaya guru-guru lain. Ya bagus kalo pake permainan kaya gini kan jadi nggak ngantuk

P: kalo nurhayati sendiri gimna?

S2: ya sama. Buat saya juga menyenangkan buat speakingnya juga jadi lebih tahu cara ngomong cara baca katanya yang bener gimana

P: ade-ade ini suka nggak sih sama interaktif game sebagai salah satu teknik buat belajar speaking

S1: e.. suka suka banget

P: nurhayati?

S2: iya suka

P: nah apakah kegiatan interactive game ini ngebantu ade-ade buat belajar speaking?

S1: sangat membantu. Kalo misalnya Cuma kasi materi kaya bisaanya kan bisaanya murid itu Cuma bisa mendengarkan Cuma memahami lebih banyak guru yang ngomong. Nah dengan game kaya gini kan malah banyak muridnya yang ngomong. Mbak kan juga ngajarin gimana pronouncenya yang bener.

P: ade?

S2: kalo menurut saya kalo guru yang lain Cuma kasi materi kita kan juga Cuma diem, dengerin kaya gitu. Kalo pake game kaya gini kan kita ikut berpartisipasi malah banyak kita yang ngomong

P: ada interaksi juga ya?

S1: iya interaksi sama guru terus sama interaksi antara murid sama murid juga

P: kemajuan apa yang dirasain. Kemajuan dalam skill speaking apa yang ade-ade rasain dengan bantuan interaktif game selama ini?

S1: kemajuan yang saya rasakan dengan game-game dari mbak itu cara ngomong saya juga berbeda dari sebelumnya jadi lebih baik jadi lebih berani ngomong di depan sama ngomong sama orang lain.

P: ade sendiri?

S2: ya setelah ada game sekarang lebih sering mengucapkan kata-kata bahasa inggris lebih leluasa sama nggak kaku lagi

P: terakhir nih kesan-kesanya selama belajar speaking pake interaktif game ini gimana?

S1: satu sangat membantu dua sangat menyenangkan disamping itu kita juga dapat banyak hal-hal baru yang kita ga tahu sebelumnya

P: kalo ade ini?

S2: iya ada cara baru buat belajar speaking

P: okay thankyou ya de ya

S: iya mbak sama-sama

### **Interview 23**

**P= Peneliti**

**S= Siswa**

P: yah saya mau nanya ini ajah ade-ade menurut pendapat ade-ade ini tentang kegiatan-kegiatan belajar bahasa inggris dikelas selama ini gimna?

S1: menurut saya sih ya menyenangkan, asik, terus juga apa yah penyampaian materinya juga jelas jadi kita juga bisa belajar speaking lebih baik

P: nah ade sendiri?

S2: menurut saya kegiatan ini sangat bermanfaat sekali bagi saya soalnya kegiatan ini bisa membantu saya untuk belajar bahasa inggris karena saya juga masih kurang di bahasa inggris

P: kalau menurut ade-ade ini suka nggak sih ade-ade ini belajar speaking pake interaktif game?

S1: ya suka malah apa lebih mudah dlam belajar speakingnya gak kaku lah selain bermain juga belajar

P: ade?

S2: ya sama sama Sofi e.. kegiatan tadi kaya main game asik karena ga serius banget kita jadi enjoy ga tegang

P: menurut ade-ade ini kegiatan interaktif game yang selama kita lakuin selama ini ngebntu nggak sih buat belajar speaking?

S1: ngebantu

S2: sangat ngebantu sekali soalnya dengan game kan kita juga disuruh buka kamus kalo nggak tahu artinya sama bacanya jadi nggak ngarang-ngarang lagi

P: selanjutnya kemajuan speaking apa yang dirasain ade-ade dengan bermain interaktif game selama ini?

S1: ya jadi pede dalam speaking menggunakan bahasa inggris terus nggak canggung bisaanya kan kalo ga pake game kan ga pernah mau ngomong pake bahasa inggris males

P: oh males ya hehe. Kalo ade sendiri?

S2: ya sama kaya gitu. Ya kan tadinya kan sama sekali nggak ngurusin speaking sama yang namanya bahasa inggris tapi dengan belajar pake games kaya gini jadi ya lumayanlah dikit-dikit.

P: okay kalo kesan-kesanya belajar speaking pake interaktif game itu gimna?

S1: ya bagus

S2: ya lebih asik lah

P: okay thankyou ya ade-ade

#### **Interview 24**

**P= Peneliti**

**S= Siswa**

P: ini saya mau nanya ki. Pendapat risky sendiri dengan kegiatan-kegiatan yang selama ini udah dilakuin dikelas?

S: ya sangat membantu untuk belajar speaking ini

P: okay. Nah kiki ini suka nggak sih sama interaktif game untuk belajar speaking?

S: suka karena tidak terlalu flat tidak terlalu serius sama nggak ngebosenin

P: nah apakah kegiatan interaktif game ini ngebantu de kiki untuk belajar speaking pake bahasa inggris?

S: sangat membantu

P: jadi lebih apa nih?

S: jadi lebih suka sama bahasa inggris sama pede juga

P: kemajuan speaking yang kiki rasain dari belajar speaking pake game itu yang dirasain kemajuan apa?

S: anu memperbanyak kosakata.. sama tahu yang bener dan yang salah untuk pronounciationnya sama grammarnya juga.

P: kalo kesan yang didapat dengan interaktif game untu belajar speaking?

S: jadi lebih enak lah untuk belajar speaking

P: okay makasih de kiki

S: iya

#### **Interview 25**

**P= Peneliti**

**S= Siswa**

P: mau nanya-nanya nih pendapat ade tentang kegiatan-kegiatan bahasa inggris dikelas selama ini?

S: e.. tentunya menyenangkan banget yak karena semua hal bisa kita lakukan. Semua hal-hal menarik itu bisa kita lakukan tanpa mengesampingkan materinya. Belajar report juga jadi lebih enak dan nggak ngebosenin.

P: okay kalo ade ini sendiri suka nggak sih belajar speaking pake interaktif game?

S: suka banget karena selain kita bener-bener diajarin menguasai materi itu kita juga sambil belajar hal-hal baru yang tentunya menarik banget untuk dipelajari



P: kalo interaktif game yang kita lakuin itu ngebantu ade buat belajar speaking nggak sih?

S: emm.. tentunya ngebantu sekali yah banyak hal yang bisa saya tingkatkan disini. Gimana caranya kita speaking dengan bagus speaking sama interaksi sama temen-temen.

P: okay. Kalo kemajuan dalam speaking apa yang ade rasain dengan belajar speaking pake interaktif game selama ini?

S: banyak banget ya kaya vocabnya itu meningkat terus pronounciationnya juga fluencynya disitu tuh kita kebantu banget gimana caranya ngomong di depan ngomong sama yang lain tanpa grogi sama takut salah

P: kalo kesan yang di dapat ade ini dengan interaktif game buat belajar speaking?

S: mm.. saya tertarik dengan cara ini. Ini jugak tepat buat belajar dan ningkatin speaking kita. Saya sangat senang dengan metodenya karena kita nggak jenuh dengan materi kelas yang bisanya tanpa praktek-praktek buat nambah speaking kita.

P: oh iya. De interaktif game itu teknik bukan metode

S: iya ya mbak ya berarti teknik

P: okay ade makasih ya

S: iya mbak

## 2. Interview Transcript with the teacher

### Interview 26

Day/ Date : Saturday, 9<sup>th</sup> February 2013

Location : in front of classroom

Time : at 12.00 a.m.

After school hours, the researcher met the teacher asked him to be interviewed about today action.

**P= Peneliti**

**G= Guru**

P: semalat siang bapak

G: iya selamat siang'

P: ini seperti yang saya bicarakan sebelumnya kalau cycle 2 ini kan juga sudah selesai ya bapak. Menurut bapak gimana sih dengan kemampuan berbicara anak selama di cycle 2 ini

G: ya kalo dibandingkan dengan cycle yang pertama ini sudah banyak kemajuan lah saya terus terang saja antusias banget dan memberikan apresiasi yang bagus. Alhamdulillah kami telah dibantu untuk mengajarkan speaking ke anak-anak. Kemudian aka-anak hampir semua sudah berani untuk berbicara pake bahasa Inggris.

P: kalo menurut bapak. Apa saja sih kekurangan yang da di cycle 2 ini?

G: kalau kekurangan kalau menurut saya ya hampir tidak ada kekurangan Cuma ya seperti itu tadi kadang ada anak yang aktif dan tidak aktif gitu ajah. Kalo yang aktif okelah mereka ingin bertanya mau menjawab dan pengennya juga ngomong terus tapi

kalo yang tidak aktif ya juga kapasitasnya ga kaya yang aktif. Ya ngomong tapi nggak sebanyak yang aktif.

P: okay. Kalo menurut bapak sendiri kemajuan apa saja sih yang dicapai siswa yang bapak lihat di speaking siswa selama di cycle 2 ini?

G: okay untuk di cycle 2 kemampuan atau kemajuan yang saya lihat yang pertama ya pronounciationnya. Pronounciationnya lebih baik lagi dari pada yang cycle pertama. Mereka juga lebih berani ngomong pake bahasa inggris

P: kalau untuk fluencynya sendiri pak?

G: untuk fluency ok.. itu mengikuti jauh lebih bagus juga.

P: lalu apa sih saran bapak untuk kegiatan interaktif game semacam ini untuk belajar speaking?

G: ya untuk kegiatan interactive games seperti ini sudah sangat bagus ya kalo menurut saya juga lebih ditingkatkan lagi

P: kalau menurut bapak bagaimana sih dengan penggunaan interaktif game untuk belajar speaking?

G: ya itu sudah bagus. Menyenangkan yah bagi anak-anak. Sangat menyenangkan sekali. Karena usia-usia anak-anak kaya sekarang ini memang senangnya juga bermain-main ya malah dari pada umpamanya belajar materi terlalu serius anak-anak jenuh jadinya. Tadi juga anak-anak terlihat enjoy antusias juga dikelas bias mengikuti bisa menikmati.

P: jadi kalau menurut bapak interaktif game itu memang sudah tepat ya pak untuk belajar speaking?

G: untuk speaking ya bagus banyak kemajuan anak-naka juga bisa berpartisipasi penuh lebih aktif. Tapi kan gak semua game bisa dimainkan ya

P: iya bapak harus disesuaikan dengan skill nya sama materinya juga tujuan dari gamenya pun harus jelas.

G: oh iya-iya

P: ya sudah terimakasih bapak

G: oh iya-iya mbak.

# **APPENDIX H**

# **OBSERVATION**

# **CHECKLIST FORMS**

## Observation Checklist Form

Preliminary Observation I

24<sup>th</sup> November 2012

Criteria	Yes	No	Comment(s)
<b>A. Pre-teaching</b> 1. The teacher greets and asks students' condition. 2. The students respond to the teacher's greeting and tell about their condition. 3. The teacher reviews the previous materials 4. The teacher introduces the new topic to the students 5. The teacher tells the objective of the teaching and learning process.	v v  v v	  v   	
<b>B. Whilst-teaching</b> 6. The teacher distributes handout/worksheet. 7. The teacher asks students to read a dialogue/ to listen to her. 8. The students read the dialogue/ listen to the teacher. 9. The students identify the expression used in the dialogue. 10. The materials are explained in understandable way. 11. The teacher checks students' understanding. 12. The teacher asks questions to the students. 13. The teacher gives chances to the students for asking question(s).	 v  v  v v v	v  v  v    	    the teacher asked the students to read the material   

14. The students ask question(s).		v	
15. The students answer the teacher's question(s).	v		some students
16. Teacher directions are clear and concise and students can carry them out.		v	only asked students to finish task from LKS
17. The teacher asks students to do exercises.	v		
18. The lesson is smooth, sequenced, and logical.		v	teacher couldn't attract students' attention
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.		v	
20. The teacher evaluates the teaching and learning process.	v		
<b>C. Post-Teaching</b>			
21. The teacher concludes and summarizes the lesson with the students.	v		
22. The teacher previews on the upcoming materials.		v	
23. The teacher closes the teaching and learning process.	v		
<b>D. Methods and or Techniques</b>			
24. There are balance and variety activities during the lesson.		v	
25. The teacher moves around the class and make eye contact with the students.	v		
26. The teacher positively reinforces the students.	v		
27. The teacher decreases students' tension and increases their confidence in the teaching and learning process.	v		
28. Examples and illustrations are used effectively.		v	
29. The teacher uses teaching media.		v	the teacher only uses LKS
30. Drills are used and presented effectively.		v	

31. The teacher corrects students' errors and mistakes.	v		
32. The teacher uses the allocated time well.	v		
33. The teacher uses English all the time.		v	more often using Bahasa Indonesia
<b>E. Teacher-Students interaction</b>			
34. Teacher encourages and assures full students participation in the classroom.		v	only some students
35. The students feel free to ask question(s), to disagree, and to express their own ideas.	v		
36. The teacher is able to control and direct the class.		v	
37. The students are attentive and involved.		v	
38. The students are comfortable and relaxed.		v	look bored
39. The students are encouraged to do their best.		v	
40. The teacher is aware of individual and group needs.		v	

## Observation Checklist Form

Preliminary Observation II

26<sup>th</sup> November 2012

Criteria	Yes	No	Comment(s)
<b>A. Pre-teaching</b> 1. The teacher greets and asks students' condition. 2. The students respond to the teacher's greeting and tell about their condition. 3. The teacher reviews the previous materials 4. The teacher introduces the new topic to the students 5. The teacher tells the objective of the teaching and learning process.	v v v v v		
<b>B. Whilst-teaching</b> 6. The teacher distributes handout/worksheet. 7. The teacher asks students to read a dialogue/ to listen to her. 8. The students read the dialogue/ listen to the teacher. 9. The students identify the expression used in the dialogue. 10. The materials are explained in understandable way. 11. The teacher checks students' understanding. 12. The teacher asks questions to the students. 13. The teacher gives chances to the students for asking question(s).	v v v v v v v	v v v	the teacher only explained once

14. The students ask question(s).		v	some students only asked students to finish task from LKS  teacher couldn't attract students' attention
15. The students answer the teacher's question(s).	v		
16. Teacher directions are clear and concise and students can carry them out.		v	
17. The teacher asks students to do exercises.	v		
18. The lesson is smooth, sequenced, and logical.		v	
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.		v	
20. The teacher evaluates the teaching and learning process.	v		
<b>C. Post-Teaching</b>			
21. The teacher concludes and summarizes the lesson with the students.	v		
22. The teacher previews on the upcoming materials.		v	
23. The teacher closes the teaching and learning process.	v		
<b>D. Methods and or Techniques</b>			
24. There are balance and variety activities during the lesson.		v	
25. The teacher moves around the class and make eye contact with the students.	v		
26. The teacher positively reinforces the students.	v		
27. The teacher decreases students' tension and increases their confidence in the teaching and learning process.	v		
28. Examples and illustrations are used effectively.		v	
29. The teacher uses teaching media.		v	the teacher only uses LKS
30. Drills are used and presented effectively.		v	



31. The teacher corrects students' errors and mistakes.	v		
32. The teacher uses the allocated time well.	v		
33. The teacher uses English all the time.		v	more often using Bahasa Indonesia
<b>E. Teacher-Students interaction</b>			
34. Teacher encourages and assures full students participation in the classroom.	v		
35. The students feel free to ask question(s), to disagree, and to express their own ideas.	v		
36. The teacher is able to control and direct the class.		v	
37. The students are attentive and involved.		v	
38. The students are comfortable and relaxed.		v	look bored
39. The students are encouraged to do their best.		v	
40. The teacher is aware of individual and group needs.		v	

## Observation Checklist Form

Meeting 1

16<sup>th</sup> January 2013-(10.15-11.45)

Criteria	Yes	No	Comment(s)
<b>A. Pre-teaching</b> <ol style="list-style-type: none"> <li>1. The teacher greets and asks students' condition.</li> <li>2. The students respond to the teacher's greeting and tell about their condition.</li> <li>3. The teacher reviews the previous materials</li> <li>4. The teacher introduces the new topic to the students</li> <li>5. The teacher tells the objective of the teaching and learning process.</li> </ol>	v v v v v		
<b>B. Whilst-teaching</b> <ol style="list-style-type: none"> <li>6. The teacher distributes handout/worksheet.</li> <li>7. The teacher asks students to read a dialogue/ to listen to her.</li> <li>8. The students read the dialogue/ listen to the teacher.</li> <li>9. The students identify the expression used in the dialogue.</li> <li>10. The materials are explained in understandable way.</li> <li>11. The teacher checks students' understanding.</li> <li>12. The teacher asks questions to the students.</li> <li>13. The teacher gives chances to the students for asking question(s).</li> </ol>	v v v v v v v v		

14. The students ask question(s).	v		
15. The students answer the teacher's question(s).	v		
16. Teacher directions are clear and concise and students can carry them out.	v		
17. The teacher asks students to do exercises.	v		
18. The lesson is smooth, sequenced, and logical.	v		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	v		
20. The teacher evaluates the teaching and learning process.	v		
<b>C. Post-Teaching</b>			
21. The teacher concludes and summarizes the lesson with the students.	v		
22. The teacher previews on the upcoming materials.	v		
23. The teacher closes the teaching and learning process.	v		
<b>D. Methods and or Techniques</b>			
24. There are balance and variety activities during the lesson.	v		
25. The teacher moves around the class and make eye contact with the students.	v		
26. The teacher positively reinforces the students.	v		
27. The teacher decreases students' tension and increases their confidence in the teaching and learning process.	v		
28. Examples and illustrations are used effectively.	v		
29. The teacher uses teaching media.	v		
30. Drills are used and presented effectively.	v		

31. The teacher corrects students' errors and mistakes.	v		
32. The teacher uses the allocated time well.	v		
33. The teacher uses English all the time.		v	
<b>E. Teacher-Students interaction</b>			
34. Teacher encourages and assures full students participation in the classroom.	v		
35. The students feel free to ask question(s), to disagree, and to express their own ideas.	v		
36. The teacher is able to control and direct the class.	v		
37. The students are attentive and involved.	v		
38. The students are comfortable and relaxed.	v		
39. The students are encouraged to do their best.	v		
40. The teacher is aware of individual and group needs.	v		

## Observation Checklist Form

Meeting 2

19<sup>th</sup> January 2013

Criteria	Yes	No	Comment(s)
<b>A. Pre-teaching</b>			
1. The teacher greets and asks students' condition.	v		
2. The students respond to the teacher's greeting and tell about their condition.	v		
3. The teacher reviews the previous materials	v		
4. The teacher introduces the new topic to the students	v		
5. The teacher tells the objective of the teaching and learning process.	v		
<b>B. Whilst-teaching</b>			
6. The teacher distributes handout/worksheet.	v		
7. The teacher asks students to read a dialogue/ to listen to her.	v		
8. The students read the dialogue/ listen to the teacher.	v		
9. The students identify the expression used in the dialogue.	v		
10. The materials are explained in understandable way.	v		
11. The teacher checks students' understanding.	v		
12. The teacher asks questions to the students.	v		
13. The teacher gives chances to the students for asking question(s).	v		

14. The students ask question(s).	v		
15. The students answer the teacher's question(s).	v		
16. Teacher directions are clear and concise and students can carry them out.	v		
17. The teacher asks students to do exercises.	v		
18. The lesson is smooth, sequenced, and logical.	v		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	v		
20. The teacher evaluates the teaching and learning process.	v		
<b>C. Post-Teaching</b>			
21. The teacher concludes and summarizes the lesson with the students.	v		It's not enough. Needs more explanations.
22. The teacher previews on the upcoming materials.	v		
23. The teacher closes the teaching and learning process.	v		
<b>D. Methods and or Techniques</b>			
24. There are balance and variety activities during the lesson.	v		
25. The teacher moves around the class and make eye contact with the students.	v		
26. The teacher positively reinforces the students.	v		
27. The teacher decreases students' tension and increases their confidence in the teaching and learning process.	v		
28. Examples and illustrations are used effectively.	v		
29. The teacher uses teaching media.	v		
30. Drills are used and presented effectively.	v		

31. The teacher corrects students' errors and mistakes.	v		
32. The teacher uses the allocated time well.	v		
33. The teacher uses English all the time.		v	not all students understand English well
<b>E. Teacher-Students interaction</b>			
34. Teacher encourages and assures full students participation in the classroom.	v		
35. The students feel free to ask question(s), to disagree, and to express their own ideas.	v		
36. The teacher is able to control and direct the class.	v		
37. The students are attentive and involved.	v		
38. The students are comfortable and relaxed.	v		
39. The students are encouraged to do their best.	v		
40. The teacher is aware of individual and group needs.	v		

### Observation Checklist Form

Meeting 3

23<sup>th</sup> January 2013

Criteria	Yes	No	Comment(s)
<b>A. Pre-teaching</b>			
1. The teacher greets and asks students' condition.	v		
2. The students respond to the teacher's greeting and tell about their condition.	v		
3. The teacher reviews the previous materials	v		
4. The teacher introduces the new topic to the students	v		
5. The teacher tells the objective of the teaching and learning process.	v		
<b>B. Whilst-teaching</b>			
6. The teacher distributes handout/worksheet.	v		
7. The teacher asks students to read a dialogue/ to listen to her.	v		
8. The students read the dialogue/ listen to the teacher.	v		
9. The students identify the expression used in the dialogue.	v		
10. The materials are explained in understandable way.	v		
11. The teacher checks students' understanding.	v		
12. The teacher asks questions to the students.	v		
13. The teacher gives chances to the students for asking question(s).	v		



14. The students ask question(s).	v		
15. The students answer the teacher's question(s).	v		
16. Teacher directions are clear and concise and students can carry them out.	v		
17. The teacher asks students to do exercises.	v		
18. The lesson is smooth, sequenced, and logical.	v		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	v		
20. The teacher evaluates the teaching and learning process.	v		
<b>C. Post-Teaching</b>			
21. The teacher concludes and summarizes the lesson with the students.	v		
22. The teacher previews on the upcoming materials.	v		
23. The teacher closes the teaching and learning process.	v		
<b>D. Methods and or Techniques</b>			
24. There are balance and variety activities during the lesson.	v		
25. The teacher moves around the class and make eye contact with the students.	v		
26. The teacher positively reinforces the students.	v		
27. The teacher decreases students' tension and increases their confidence in the teaching and learning process.	v		
28. Examples and illustrations are used effectively.	v		
29. The teacher uses teaching media.	v		
30. Drills are used and presented effectively.	v		

31. The teacher corrects students' errors and mistakes.	v		
32. The teacher uses the allocated time well.	v		
33. The teacher uses English all the time.		v	sometime the teacher still translates into Indonesian
<b>E. Teacher-Students interaction</b>			
34. Teacher encourages and assures full students participation in the classroom.	v		
35. The students feel free to ask question(s), to disagree, and to express their own ideas.	v		
36. The teacher is able to control and direct the class.	v		
37. The students are attentive and involved.	v		
38. The students are comfortable and relaxed.	v		
39. The students are encouraged to do their best.	v		
40. The teacher is aware of individual and group needs.	v		

### Observation Checklist Form

Meeting 4

26<sup>th</sup> January 2013

Criteria	Yes	No	Comment(s)
<b>A. Pre-teaching</b> <ol style="list-style-type: none"> <li>1. The teacher greets and asks students' condition.</li> <li>2. The students respond to the teacher's greeting and tell about their condition.</li> <li>3. The teacher reviews the previous materials</li> <li>4. The teacher introduces the new topic to the students</li> <li>5. The teacher tells the objective of the teaching and learning process.</li> </ol>	v v v v v		
<b>B. Whilst-teaching</b> <ol style="list-style-type: none"> <li>6. The teacher distributes handout/worksheet.</li> <li>7. The teacher asks students to read a dialogue/ to listen to her.</li> <li>8. The students read the dialogue/ listen to the teacher.</li> <li>9. The students identify the expression used in the dialogue.</li> <li>10. The materials are explained in understandable way.</li> <li>11. The teacher checks students' understanding.</li> <li>12. The teacher asks questions to the students.</li> <li>13. The teacher gives chances to the students for asking question(s).</li> </ol>	v v v v v v v v		

14. The students ask question(s).	v		
15. The students answer the teacher's question(s).	v		
16. Teacher directions are clear and concise and students can carry them out.	v		
17. The teacher asks students to do exercises.	v		
18. The lesson is smooth, sequenced, and logical.	v		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	v		
20. The teacher evaluates the teaching and learning process.	v		
<b>C. Post-Teaching</b>			
21. The teacher concludes and summarizes the lesson with the students.	v		
22. The teacher previews on the upcoming materials.	v		
23. The teacher closes the teaching and learning process.	v		
<b>D. Methods and or Techniques</b>			
24. There are balance and variety activities during the lesson.	v		
25. The teacher moves around the class and make eye contact with the students.	v		
26. The teacher positively reinforces the students.	v		
27. The teacher decreases students' tension and increases their confidence in the teaching and learning process.	v		
28. Examples and illustrations are used effectively.	v		
29. The teacher uses teaching media.	v		
30. Drills are used and presented effectively.	v		

31. The teacher corrects students' errors and mistakes.	v		
32. The teacher uses the allocated time well.	v		
33. The teacher uses English all the time.		v	only uses Indonesian when the students do not understand
<b>E. Teacher-Students interaction</b>			
34. Teacher encourages and assures full students participation in the classroom.	v		
35. The students feel free to ask question(s), to disagree, and to express their own ideas.	v		
36. The teacher is able to control and direct the class.	v		
37. The students are attentive and involved.	v		
38. The students are comfortable and relaxed.	v		
39. The students are encouraged to do their best.	v		
40. The teacher is aware of individual and group needs.	v		

## Observation Checklist Form

Meeting 5

2<sup>nd</sup> February 2013

Criteria	Yes	No	Comment(s)
<b>A. Pre-teaching</b>			
1. The teacher greets and asks students' condition.	v		
2. The students respond to the teacher's greeting and tell about their condition.	v		
3. The teacher reviews the previous materials	v		
4. The teacher introduces the new topic to the students	v		
5. The teacher tells the objective of the teaching and learning process.	v		
<b>B. Whilst-teaching</b>			
6. The teacher distributes handout/worksheet.	v		
7. The teacher asks students to read a dialogue/ to listen to her.	v		
8. The students read the dialogue/ listen to the teacher.	v		
9. The students identify the expression used in the dialogue.	v		
10. The materials are explained in understandable way.	v		
11. The teacher checks students' understanding.	v		
12. The teacher asks questions to the students.	v		
13. The teacher gives chances to the students for asking question(s).	v		

14. The students ask question(s).	v		
15. The students answer the teacher's question(s).	v		
16. Teacher directions are clear and concise and students can carry them out.	v		
17. The teacher asks students to do exercises.	v		
18. The lesson is smooth, sequenced, and logical.	v		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	v		
20. The teacher evaluates the teaching and learning process.	v		
<b>C. Post-Teaching</b>			
21. The teacher concludes and summarizes the lesson with the students.	v		
22. The teacher previews on the upcoming materials.	v		
23. The teacher closes the teaching and learning process.	v		
<b>D. Methods and or Techniques</b>			
24. There are balance and variety activities during the lesson.	v		
25. The teacher moves around the class and make eye contact with the students.	v		
26. The teacher positively reinforces the students.	v		
27. The teacher decreases students' tension and increases their confidence in the teaching and learning process.	v		
28. Examples and illustrations are used effectively.	v		
29. The teacher uses teaching media.	v		
30. Drills are used and presented effectively.	v		

31. The teacher corrects students' errors and mistakes.	v		
32. The teacher uses the allocated time well.	v		
33. The teacher uses English all the time.	v		
<b>E. Teacher-Students interaction</b>			
34. Teacher encourages and assures full students participation in the classroom.	v		
35. The students feel free to ask question(s), to disagree, and to express their own ideas.	v		
36. The teacher is able to control and direct the class.	v		
37. The students are attentive and involved.	v		
38. The students are comfortable and relaxed.	v		
39. The students are encouraged to do their best.	v		
40. The teacher is aware of individual and group needs.	v		



### Observation Checklist Form

Meeting 6

9<sup>th</sup> February 2013

Criteria	Yes	No	Comment(s)
<b>A. Pre-teaching</b>			
1. The teacher greets and asks students' condition.	v		
2. The students respond to the teacher's greeting and tell about their condition.	v		
3. The teacher reviews the previous materials	v		
4. The teacher introduces the new topic to the students	v		
5. The teacher tells the objective of the teaching and learning process.	v		
<b>B. Whilst-teaching</b>			
6. The teacher distributes handout/worksheet.	v		
7. The teacher asks students to read a dialogue/ to listen to her.	v		
8. The students read the dialogue/ listen to the teacher.	v		
9. The students identify the expression used in the dialogue.	v		
10. The materials are explained in understandable way.	v		
11. The teacher checks students' understanding.	v		
12. The teacher asks questions to the students.	v		
13. The teacher gives chances to the students for asking question(s).	v		

14. The students ask question(s).	v		
15. The students answer the teacher's question(s).	v		
16. Teacher directions are clear and concise and students can carry them out.	v		
17. The teacher asks students to do exercises.	v		
18. The lesson is smooth, sequenced, and logical.	v		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	v		
20. The teacher evaluates the teaching and learning process.	v		
<b>C. Post-Teaching</b>			
21. The teacher concludes and summarizes the lesson with the students.	v		
22. The teacher previews on the upcoming materials.	v		
23. The teacher closes the teaching and learning process.	v		
<b>D. Methods and or Techniques</b>			
24. There are balance and variety activities during the lesson.	v		
25. The teacher moves around the class and make eye contact with the students.	v		
26. The teacher positively reinforces the students.	v		
27. The teacher decreases students' tension and increases their confidence in the teaching and learning process.	v		
28. Examples and illustrations are used effectively.	v		
29. The teacher uses teaching media.	v		
30. Drills are used and presented effectively.	v		

31. The teacher corrects students' errors and mistakes.	v		
32. The teacher uses the allocated time well.	v		
33. The teacher uses English all the time.	v		
<b>E. Teacher-Students interaction</b>			
34. Teacher encourages and assures full students participation in the classroom.	v		
35. The students feel free to ask question(s), to disagree, and to express their own ideas.	v		
36. The teacher is able to control and direct the class.	v		
37. The students are attentive and involved.	v		
38. The students are comfortable and relaxed.	v		
39. The students are encouraged to do their best.	v		
40. The teacher is aware of individual and group needs.	v		

### Observation Checklist Form

Meeting 7

13<sup>th</sup> February 2013

Criteria	Yes	No	Comment(s)
<b>A. Pre-teaching</b>			
1. The teacher greets and asks students' condition.	v		
2. The students respond to the teacher's greeting and tell about their condition.	v		
3. The teacher reviews the previous materials	v		
4. The teacher introduces the new topic to the students	v		
5. The teacher tells the objective of the teaching and learning process.	v		
<b>B. Whilst-teaching</b>			
6. The teacher distributes handout/worksheet.	v		
7. The teacher asks students to read a dialogue/ to listen to her.	v		
8. The students read the dialogue/ listen to the teacher.	v		
9. The students identify the expression used in the dialogue.	v		
10. The materials are explained in understandable way.	v		
11. The teacher checks students' understanding.	v		
12. The teacher asks questions to the students.	v		
13. The teacher gives chances to the students for asking question(s).	v		

14. The students ask question(s).	v		
15. The students answer the teacher's question(s).	v		
16. Teacher directions are clear and concise and students can carry them out.	v		
17. The teacher asks students to do exercises.	v		
18. The lesson is smooth, sequenced, and logical.	v		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	v		
20. The teacher evaluates the teaching and learning process.	v		
<b>C. Post-Teaching</b>			
21. The teacher concludes and summarizes the lesson with the students.	v		
22. The teacher previews on the upcoming materials.	v		
23. The teacher closes the teaching and learning process.	v		
<b>D. Methods and or Techniques</b>			
24. There are balance and variety activities during the lesson.	v		
25. The teacher moves around the class and make eye contact with the students.	v		
26. The teacher positively reinforces the students.	v		
27. The teacher decreases students' tension and increases their confidence in the teaching and learning process.	v		
28. Examples and illustrations are used effectively.	v		
29. The teacher uses teaching media.	v		
30. Drills are used and presented effectively.	v		

31. The teacher corrects students' errors and mistakes.	v		
32. The teacher uses the allocated time well.	v		
33. The teacher uses English all the time.	v		
<b>E. Teacher-Students interaction</b>			
34. Teacher encourages and assures full students participation in the classroom.	v		
35. The students feel free to ask question(s), to disagree, and to express their own ideas.	v		
36. The teacher is able to control and direct the class.	v		
37. The students are attentive and involved.	v		
38. The students are comfortable and relaxed.	v		
39. The students are encouraged to do their best.	v		
40. The teacher is aware of individual and group needs.	v		

# **APPENDIX I**

## **THE RESULTS OF STUDENTS' ACTIVITIES**

**The Results of Classroom Observation toward Students' Activities in every Indicator**

Date : January 16<sup>th</sup> , 2013

Meeting : 1

No	Students	Indicators					
		I	F	GA	PA	V	T
1.	Aris Setiawan	✓	✓	✓	✓	✓	✓
2.	Betari Daniyati	-	-	-	-	-	-
3.	Beti Kurniati	-	-	-	-	-	-
4.	Dani Sutikna	-	-	-	-	-	-
5.	Desi Lestari	✓	✓	✓	✓	✓	✓
6.	Dewi Oktavia	✓	-	-	-	-	✓
7.	Dimas Eka W	-	-	-	-	-	-
8.	Durrotun Toyyibah	-	-	-	-	-	-
9.	Dwi Pipit R	-	-	-	✓	-	✓
10.	Efi Astuti	✓	-	-	-	✓	✓
11.	Fathi Muhammad R	-	-	-	-	-	-
12.	Frida K. N	-	-	-	-	-	-
13.	Fitria Milhatun Naila	-	-	-	-	-	✓
14.	Hasanudin	-	-	-	✓	✓	-
15.	Husnul Horimah	✓	-	-	-	-	-
16.	M. Rizqi Mubarak	-	-	-	-	✓	-
17.	Nana Jusolihun	✓	-	-	-	-	-
18.	Nely Mifta H	-	-	-	-	-	-
19.	Nur Wahidah	✓	-	-	-	-	✓
20.	Padang Tri H	-	-	-	-	-	-
21.	Ridhotul Janah	-	-	-	-	-	-
22.	Rafikah Khasanah	-	-	-	-	-	-
23.	Seraningtyas	-	-	-	-	-	-
24.	Singgih Septyan	-	-	-	-	-	-
25.	Siti Agustin M	-	-	-	-	-	-
26.	Siti Nurhayati	✓	-	-	-	✓	-
27.	Sofiatun Nasihan	✓	-	-	-	-	-
28.	Susi Susanti	✓	-	-	✓	✓	-
29.	Tutut Sri Lestanti	-	-	-	-	-	-
30.	Tyas Setyarini	✓	-	-	✓	✓	✓
<b>Total</b>		✓ =1 1	✓ = 2	✓ = 2	✓ = 6	✓ = 8	✓ =8
<b>Percentage</b>		36,66%	6,66 %	6,66 %	20%	26,66 %	26,66%



Date : January 19<sup>th</sup> , 2013  
Meeting : 2

No	Students	Indicators					
		I	F	GA	PA	V	T
1.	Aris Setiawan	✓	✓	✓	✓	✓	✓
2.	Betari Daniyati	✓	-	-	-	✓	-
3.	Beti Kurniati	-	-	-	-	-	-
4.	Dani Sutikna	-	-	-	-	-	-
5.	Desi Lestari	✓	✓	✓	✓	✓	✓
6.	Dewi Oktavia	✓	-	-	-	-	-
7.	Dimas Eka W	-	-	-	-	-	-
8.	Durrotun Toyyibah	✓	-	-	-	-	-
9.	Dwi Pipit R	✓	-	-	✓	✓	✓
10.	Efi Astuti	✓	✓	✓	-	✓	✓
11.	Fathi Muhammad R	-	-	-	-	-	-
12.	Frida K. N	-	-	-	-	-	-
13.	Fitria Milhatun Naila	-	-	-	-	-	✓
14.	Hasanudin	✓	-	-	✓	✓	-
15.	Husnul Horimah	-	-	-	-	-	-
16.	M. Rizqi Mubarak	-	-	-	-	-	-
17.	Nana Jusolihun	✓	-	-	-	-	-
18.	Nely Mifta H	-	-	-	-	-	-
19.	Nur Wahidah	✓	-	-	-	✓	✓
20.	Padang Tri H	-	-	-	-	-	-
21.	Ridhotul Janah	-	-	-	-	-	-
22.	Rafikah Khasanah	-	-	-	-	-	-
23.	Seraningtyas	-	-	-	-	-	-
24.	Singgih Septyan	-	-	-	-	-	-
25.	Siti Agustin M	-	-	-	-	-	-
26.	Siti Nurhayati	✓	-	-	✓	✓	-
27.	Sofiatun Nasihan	✓	-	-	-	-	-
28.	Susi Susanti	✓	✓	-	✓	✓	-
29.	Tutut Sri Lestanti	-	-	-	-	-	-
30.	Tyas Setyarini	✓	✓	✓	✓	✓	✓
<b>Total</b>		✓ =1 4	✓ = 5	✓ = 4	✓ = 7	✓ = 10	✓ =8
<b>Percentage</b>		46,66%	16,6 6%	13,3 3%	23,33 %	33,33 %	26,66%

Date : January 23<sup>th</sup> , 2013

Meeting : 3

No	Students	Indicators					
		I	F	GA	PA	V	T
1.	Aris Setiawan	✓	✓	✓	✓	✓	✓
2.	Betari Daniyati	✓	-	-	-	✓	-
3.	Beti Kurniati	-	-	-	-	-	-
4.	Dani Sutikna	✓	-	-	✓	✓	✓
5.	Desi Lestari	✓	✓	✓	✓	✓	✓
6.	Dewi Oktavia	✓	-	-	-	-	-
7.	Dimas Eka W	✓	-	-	-	✓	-
8.	Durrotun Toyyibah	✓	-	-	-	-	-
9.	Dwi Pipit R	✓	-	-	✓	✓	✓
10.	Efi Astuti	✓	✓	✓	-	✓	✓
11.	Fathi Muhammad R	-	-	-	-	-	-
12.	Frida K. N	✓	-	-	✓	✓	-
13.	Fitria Milhatun Naila	-	-	-	-	-	✓
14.	Hasanudin	✓	✓	-	✓	✓	✓
15.	Husnul Horimah	-	-	-	-	-	-
16.	M. Rizqi Mubarak	✓	-	-	✓	✓	✓
17.	Nana Jusolihun	✓	-	-	-	-	-
18.	Nely Mifta H	✓	-	-	✓	✓	-
19.	Nur Wahidah	✓	-	-	-	✓	✓
20.	Padang Tri H	✓	-	-	-	✓	✓
21.	Ridhotul Janah	-	-	-	-	-	-
22.	Rafikah Khasanah	-	-	-	-	-	-
23.	Seraningtyas	✓	-	-	-	-	-
24.	Singgih Septyan	✓	-	-	✓	✓	-
25.	Siti Agustin M	-	-	-	-	-	-
26.	Siti Nurhayati	✓	✓	-	✓	✓	✓
27.	Sofiatun Nasihan	✓	-	✓	-	-	-
28.	Susi Susanti	✓	✓	-	✓	✓	-
29.	Tutut Sri Lestanti	✓	-	-	-	✓	-
30.	Tyas Setyarini	✓	✓	✓	✓	✓	✓
<b>Total</b>		✓ =23	✓ = 7	✓ = 5	✓ =12	✓ =18	✓ =12
<b>Percentage</b>		76,66%	23,33 %	16,6 6%	40%	60%	40%

Date : January 26<sup>th</sup> , 2013

Meeting : 4

No	Students	Indicators					
		I	F	GA	PA	V	T
1.	Aris Setiawan	✓	✓	✓	✓	✓	✓
2.	Betari Daniyati	✓	-	-	-	✓	✓
3.	Beti Kurniati	✓	-	-	-	✓	-
4.	Dani Sutikna	✓	-	✓	✓	✓	✓
5.	Desi Lestari	✓	✓	✓	✓	✓	✓
6.	Dewi Oktavia	✓	-	-	-	✓	-
7.	Dimas Eka W	✓	-	-	-	✓	-
8.	Durrotun Toyyibah	✓	-	-	-	✓	-
9.	Dwi Pipit R	✓	✓	-	✓	✓	✓
10.	Efi Astuti	✓	✓	✓	✓	✓	✓
11.	Fathi Muhammad R	-	-	-	-	-	-
12.	Frida K. N	✓	-	-	✓	✓	-
13.	Fitria Milhatun Naila	✓	-	-	✓	-	✓
14.	Hasanudin	-	✓	-	✓	✓	✓
15.	Husnul Horimah	✓	-	-	-	✓	-
16.	M. Rizqi Mubarak	✓	-	-	✓	✓	✓
17.	Nana Jusolihun	-	-	-	-	-	-
18.	Nely Mifta H	✓	-	-	✓	✓	-
19.	Nur Wahidah	✓	-	-	✓	✓	✓
20.	Padang Tri H	-	-	-	-	✓	✓
21.	Ridhotul Janah	✓	-	-	-	✓	✓
22.	Rafikah Khasanah	✓	-	-	-	-	✓
23.	Seraningtyas	✓	-	-	-	-	-
24.	Singgih Septyan	-	-	-	✓	✓	-
25.	Siti Agustin M	✓	-	-	✓	-	-
26.	Siti Nurhayati	✓	✓	✓	✓	✓	✓
27.	Sofiatun Nasihan	✓	✓	✓	✓	✓	✓
28.	Susi Susanti	✓	✓	✓	✓	✓	✓
29.	Tutut Sri Lestanti	✓	-	-	✓	✓	-
30.	Tyas Setyarini	✓	✓	✓	✓	✓	✓
<b>Total</b>		✓ =25	✓ =9	✓ =8	✓ =17	✓ =24	✓ =17
<b>Percentage</b>		83,33%	30%	26,66%	56,66%	80%	56,66%

Date : February 2<sup>nd</sup> , 2013  
Meeting : 5

No	Students	Indicators					
		I	F	GA	PA	V	T
1.	Aris Setiawan	✓	✓	✓	✓	✓	✓
2.	Betari Daniyati	✓	-	✓	✓	✓	✓
3.	Beti Kurniati	✓	-	-	✓	✓	-
4.	Dani Sutikna	✓	✓	✓	✓	✓	✓
5.	Desi Lestari	✓	✓	✓	✓	✓	✓
6.	Dewi Oktavia	✓	-	✓	✓	✓	-
7.	Dimas Eka W	✓	-	-	-	✓	-
8.	Durrotun Toyyibah	✓	✓	-	-	✓	-
9.	Dwi Pipit R	✓	✓	-	✓	✓	✓
10.	Efi Astuti	✓	✓	✓	✓	✓	✓
11.	Fathi Muhammad R	-	-	-	-	✓	-
12.	Frida K. N	✓	-	✓	✓	✓	✓
13.	Fitria Milhatun Naila	✓	✓	-	✓	✓	✓
14.	Hasanudin	✓	✓	✓	✓	✓	✓
15.	Husnul Horimah	✓	-	-	-	✓	-
16.	M. Rizqi Mubarak	✓	-	-	✓	✓	✓
17.	Nana Jusolihun	✓	-	-	-	-	-
18.	Nely Mifta H	✓	✓	✓	✓	✓	✓
19.	Nur Wahidah	✓	-	-	✓	✓	✓
20.	Padang Tri H	✓	-	-	-	-	✓
21.	Ridhotul Janah	✓	✓	✓	-	✓	✓
22.	Rafikah Khasanah	✓	-	✓	-	✓	✓
23.	Seraningtyas	✓	-	-	-	-	-
24.	Singgih Septyan	✓	-	-	✓	✓	-
25.	Siti Agustin M	✓	-	-	✓	✓	✓
26.	Siti Nurhayati	-	-	-	-	-	-
27.	Sofiatun Nasihan	✓	✓	✓	✓	✓	✓
28.	Susi Susanti	✓	✓	✓	✓	✓	✓
29.	Tutut Sri Lestanti	✓	-	-	✓	-	✓
30.	Tyas Setyarini	✓	✓	✓	✓	✓	✓
<b>Total</b>		✓ =28	✓ =14	✓ =15	✓ =20	✓ =25	✓ =20
<b>Percentage</b>		93,33%	46,66%	50%	66,66%	83,33%	66,66%

Date : February 9<sup>th</sup> , 2013  
Meeting : 6

No	Students	Indicators					
		I	F	GA	PA	V	T
31.	Aris Setiawan	✓	✓	✓	✓	✓	✓
32.	Betari Daniyati	✓	-	✓	✓	✓	✓
33.	Beti Kurniati	-	-	-	-	-	-
34.	Dani Sutikna	✓	✓	✓	✓	✓	✓
35.	Desi Lestari	-	-	-	-	-	-
36.	Dewi Oktavia	✓	-	✓	✓	✓	✓
37.	Dimas Eka W	✓	-	-	✓	✓	✓
38.	Durrotun Toyyibah	✓	✓	-	-	✓	✓
39.	Dwi Pipit R	✓	✓	✓	✓	✓	✓
40.	Efi Astuti	✓	✓	✓	✓	✓	✓
41.	Fathi Muhammad R	-	-	-	-	-	-
42.	Frida K. N	✓	✓	✓	✓	✓	✓
43.	Fitria Milhatun Naila	✓	✓	-	✓	✓	✓
44.	Hasanudin	✓	✓	✓	✓	✓	✓
45.	Husnul Horimah	✓	-	-	✓	✓	✓
46.	M. Rizqi Mubarak	✓	✓	-	✓	✓	✓
47.	Nana Jusolihun	✓	-	-	-	✓	-
48.	Nely Mifta H	✓	✓	✓	✓	✓	✓
49.	Nur Wahidah	✓	-	-	✓	✓	✓
50.	Padang Tri H	✓	-	-	-	-	✓
51.	Ridhotul Janah	✓	✓	✓	✓	✓	✓
52.	Rafikah Khasanah	✓	✓	✓	✓	✓	✓
53.	Seraningtyas	✓	-	-	✓	✓	✓
54.	Singgih Septyan	✓	-	-	✓	✓	-
55.	Siti Agustin M	✓	-	-	✓	✓	✓
56.	Siti Nurhayati	✓	✓	✓	✓	✓	✓
57.	Sofiatun Nasihan	✓	✓	✓	✓	✓	✓
58.	Susi Susanti	✓	✓	✓	✓	✓	✓
59.	Tutut Sri Lestanti	✓	-	-	✓	✓	✓
60.	Tyas Setyarini	✓	✓	✓	✓	✓	✓
<b>Total</b>		✓ =27	✓ =16	✓ =15	✓ =24	✓ =26	✓ =25
<b>Percentage</b>		90%	53,33%	50%	80%	86,66%	83,33%

Date : February 13<sup>th</sup> , 2013  
Meeting : 7

No	Students	Indicators					
		I	F	GA	PA	V	T
1.	Aris Setiawan	✓	✓	✓	✓	✓	✓
2.	Betari Daniyati	✓	✓	✓	✓	✓	✓
3.	Beti Kurniati	✓	✓	✓	✓	✓	✓
4.	Dani Sutikna	✓	✓	✓	✓	✓	✓
5.	Desi Lestari	✓	✓	✓	✓	✓	✓
6.	Dewi Oktavia	✓	-	✓	✓	✓	✓
7.	Dimas Eka W	✓	-	-	✓	✓	✓
8.	Durrotun Toyyibah	✓	✓	-	✓	✓	✓
9.	Dwi Pipit R	✓	✓	✓	✓	✓	✓
10.	Efi Astuti	✓	✓	✓	-	✓	✓
11.	Fathi Muhammad R	✓	-	-	-	✓	✓
12.	Frida K. N	✓	✓	✓	✓	✓	✓
13.	Fitria Milhatun Naila	✓	✓	✓	✓	✓	✓
14.	Hasanudin	✓	✓	✓	✓	✓	✓
15.	Husnul Horimah	✓	-	-	✓	✓	✓
16.	M. Rizqi Mubarak	✓	✓	✓	✓	✓	✓
17.	Nana Jusolihun	✓	-	-	-	✓	-
18.	Nely Mifta H	✓	✓	-	✓	✓	-
19.	Nur Wahidah	✓	✓	-	✓	✓	✓
20.	Padang Tri H	✓	-	-	✓	✓	✓
21.	Ridhotul Janah	✓	✓	✓	✓	✓	✓
22.	Rafikah Khasanah	✓	✓	✓	✓	✓	✓
23.	Seraningtyas	✓	-	✓	✓	✓	✓
24.	Singgih Septyan	✓	-	-	✓	✓	-
25.	Siti Agustin M	✓	✓	✓	✓	✓	✓
26.	Siti Nurhayati	✓	✓	✓	✓	✓	✓
27.	Sofiatun Nasihan	✓	✓	✓	✓	✓	✓
28.	Susi Susanti	✓	✓	✓	✓	✓	✓
29.	Tutut Sri Lestanti	✓	✓	✓	✓	✓	✓
30.	Tyas Setyarini	✓	✓	✓	✓	✓	✓
<b>Total</b>		✓ =30	✓ =22	✓ =21	✓ =27	✓ =30	✓ =27
<b>Percentage</b>		100%	73,33%	70%	90%	100%	90%

**Descriptions:****I : Involvement****F : Fluency****GA : Grammatical Accuracy****PA : Pronunciation Accuracy****V : Vocabulary****T : Task**

# **APPENDIX J**

## **Students' Pre-test and Post-test**



### Students' Pre-test Scores

Name	fluency			Grammatical accuracy			Pronunciation accuracy			Vocabulary			Task			Marks
	G	P	RT	G	P	RT	G	P	RT	G	P	RT	G	P	RT	
s1	14	14	14	12	11	11,5	15	14	14,5	14	14	14	15	14	14,5	68,5
s2	10	10	10	8	8	8	9	10	9,5	10	10	10	8	9	8,5	46
s3	9	10	9,5	9	10	9,5	10	10	10	10	10	10	9	10	9,5	48,5
s4	14	14	14	12	12	12	13	13	13	14	15	14,5	14	14	14	67,5
s5	15	16	15,5	15	15	15	15	16	15,5	16	16	16	15	15	15	77
s6	10	10	10	9	10	9,5	10	11	10,5	10	10	10	10	10	10	50
s7	8	9	8,5	8	8	8	8	8	8	8	8	8	9	9	9	41,5
s8	9	10	9,5	10	10	10	10	11	10,5	10	11	10,5	10	11	10,5	51
s9	12	12	12	11	12	11,5	12	13	12,5	13	13	13	12	12	12	61
s10	12	12	12	11	12	11,5	12	13	12,5	12	13	12,5	12	12	12	60,5
s11	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	43
s12	9	10	9,5	9	9	9	10	10	10	11	12	11,5	11	11	11	51
s13	11	11	11	11	12	11,5	12	12	12	12	12	12	12	12	12	58,5
s14	11	12	11,5	11	11	11	12	13	12,5	12	13	12,5	13	13	12,5	60
s15	10	10	10	10	10	10	11	11	11	11	12	11,5	12	12	12	54,5
s16	10	11	10,5	10	10	10	11	12	11,5	12	12	12	12	13	12,5	56,5
s17	9	10	9,5	9	9	9	9	9	9	10	10	10	9	10	9,5	47
s18	12	12	12	12	12	12	12	13	12,5	12	12	12	12	12	12	60,5
s19	11	12	11,5	11	11	11	12	12	12	12	12	12	12	12	12	58,5
s20	10	10	10	9	10	9,5	10	10	10	10	11	10,5	10	10	10	50
s21	10	11	10,5	11	11	11	11	12	11,5	12	13	12,5	12	12	12	57,5
s22	10	10	10	10	11	10,5	11	11	11	11	12	11,5	11	12	11,5	54,5
s23	10	10	10	10	10	10	11	12	11,5	11	12	11,5	11	11	11	54
s24	9	10	9,5	9	9	9	9	9	9	10	10	10	9	10	9,5	47
s25	11	11	11	10	10	10	12	12	12	12	13	12,5	12	12	12	57,5
s26	13	13	13	11	12	11,5	12	13	12,5	12	13	12,5	12	13	12,5	62
s27	11	12	11,5	11	11	11	12	12	12	12	12	12	12	12	12	58,5
s28	12	13	12,5	11	12	11,5	12	12	12	12	13	12,5	12	13	12,5	61
s29	10	10	10	10	10	10	10	11	11,5	11	11	11	10	11	11,5	54
s30	12	13	12,5	12	13	12,5	13	13	13	13	13	13	13	13	13	64

**Keterangan:**

S: Siswa

G: Guru

P: Peneliti

RT: rata-rata nilai

### Students' Post-test Scores

Name	fluency			Grammatical accuracy			Pronunciation accuracy			Vocabulary			Task			Marks
	G	P	RT	G	P	RT	G	P	RT	G	P	RT	G	P	RT	
s1	15	15	15	12	13	12,5	15	15	15	16	16	16	16	16	16	74,5
s2	11	12	11,5	9	9	9	11	11	11	12	12	12	11	12	11,5	55
s3	10	11	10,5	9	10	9,5	12	12	12	12	12	12	12	12	12	56
s4	15	15	15	14	15	14,5	15	15	15	16	16	16	16	16	16	76,5
s5	17	17	17	16	17	17,5	17	18	17,5	18	18	18	16	16	16	86
s6	12	12	12	11	11	11	12	12	12	13	13	13	12	12	12	60
s7	9	9	9	9	9	9	10	10	10	11	11	11	11	12	11,5	50,5
s8	12	12	12	10	10	10	12	12	12	13	13	13	13	13	13	60
s9	15	15	15	14	14	14	15	16	15,5	16	16	16	15	15	15	75,5
s10	12	12	12	12	12	12	13	13	13	13	13	13	13	13	13	62
s11	10	10	10	10	10	10	10	10	10	12	12	12	10	10	10	52
s12	12	13	12,5	11	11	11	12	12	12	13	13	13	11	11	11	59,5
s13	13	14	13,5	12	13	12,5	13	14	13,5	14	14	14	14	14	14	67,5
s14	15	15	15	15	15	15	14	14	14	15	16	15,5	16	16	16	75,5
s15	12	12	12	12	12	12	12	13	12,5	13	13	13	12	12	12	61,5
s16	13	13	13	12	12	12	13	13	13	13	14	13,5	13	13	13	64,5
s17	9	10	9,5	9	9	9	10	10	10	10	10	10	9	10	9,5	48
s18	12	12	12	12	12	12	13	13	13	13	13	13	10	10	10	60
s19	13	13	13	13	13	13	13	13	13	13	14	13,5	13	13	13	65,5
s20	10	10	10	10	10	10	11	11	11	11	12	11,5	12	12	12	54,5
s21	12	13	11,5	12	12	12	13	13	13	13	14	13,5	13	13	13	63
s22	11	12	11,5	11	11	11	12	13	12,5	13	13	13	13	13	13	61
s23	11	12	11,5	10	10	10	11	11	11	12	12	12	12	12	12	56,5
s24	10	10	10	10	10	10	11	11	11	12	12	12	10	10	10	53
s25	12	12	12	12	12	12	13	13	13	13	14	13,5	14	14	14	64,5
s26	15	16	15,5	15	15	15	15	16	15,5	15	16	15,5	15	15	15	76,5
s27	14	14	14	13	14	13,5	14	14	14	15	15	15	14	14	14	70,5
s28	15	15	15	14	15	14,5	14	15	14,5	15	15	15	15	15	15	74
s29	12	13	12,5	12	12	12	13	14	13,5	14	14	14	13	13	13	65
s30	16	16	16	15	15	15	15	16	15,5	16	16	16	15	15	15	77,5

#### Keterangan:

S: Siswa

G: Guru

P: Peneliti

RT: rata-rata nilai

# **APPENDIX K**

# **PHOTOGRAPHS**

## PHOTOGRAPHS



**Students were doing a dialogue/ conversation with the partner related to the report of Dolphin**



**Students were playing *Guessing* game**



**Student was reporting his information's result in interviewing game**



**The Students were listening to the teacher's explanation before playing interactive game (the same or different game)**



**The Teacher was checking the students' action during playing the game**



**The teacher was giving examples to play *Definition game* to the students**





**The students were playing *guessing game***



**The teacher was showing the word in the card while playing *guessing game*.**

# **APPENDIX L**

# **LETTERS**





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRWFBS/03-01  
10 Jan 2011

Nomor : 1360d/UN.34.12/PP/XI/2012  
Lampiran : 1 Berkas Proposal  
Hal : **Permohonan Izin Penelitian**

19 November 2012

Kepada Yth.  
Kepala MAN Majenang  
di Jawa Tengah

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Improving Students' Speaking Skill through Interactive Games at Grade XI MAN Majenang in Academic Year of 2012/2013*

Mahasiswa dimaksud adalah :

Nama : NUR APRIYANI R.  
NIM : 08202241036  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : November – Desember 2012  
Lokasi Penelitian : MAN Majenang

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I  
  
Dr. Widyastuti Purbani, M.A.  
NIP. 19610524 199001 2 001



**KEMENTERIAN AGAMA**  
**MADRASAH ALIYAH NEGERI MAJENANG**  
Jalan. K.H. Sufyan Tsauri Majenang, Kode Pos 532527, Telepon (0280) 621420,  
Faksimile (0280) 621420, Kabupaten Cilacap

**SURAT KETERANGAN**  
Nomor : Ma.11.02/Tl.00./241/2013

Yang bertandatangan di bawah ini ;

Nama : Drs. H. Khamid Alwi, M.Ag  
NIP : 19590407 198912 1 001  
Pangkat/Golongan : Pembina Tk I / IV b  
Jabatan : Kepala Madrasah  
Unit Kerja : MAN Majenang


Dengan ini menerangkan bahwa ;

Nama : Nur Apriyani R  
NIM : 08202241036  
Prodi : Pendidikan Bahasa Inggris  
Keterangan : yang bersangkutan telah melakukan penelitian di MAN Majenang  
dari tanggal 24 November 2012 sampai dengan tanggal 16  
Februari 2013 dengan judul **"IMPROVING STUDENTS'  
SPEAKING SKILL THROUGH INTERACTIVE GAMES AT  
GRADE XI OF MAN MAJENANG IN THE ACADEMIC  
YEAR OF 2012/ 2013"**

Demikian keterangan kami, agar dapat dipergunakan sebagaimana mestinya.

18 Februari 2013

Kepala,

  
Drs. H. Khamid Alwi, M.Ag  
NIP 19590407 198912 1 001